MI Access™
Michigan's Alternate Assessment Program

2007/2008 Handbook

Understanding, Interpreting, and Using MI-Access Results

Participation / Supported Independence / Functional Independence

English Language Arts, Mathematics, and Science

MICHIGAN Department of Education

2003-2004 STATE BOARD OF EDUCATION STRATEGIC GOAL

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

Revised October 23, 2003

TABLE OF CONTENTS

SECTION 1 — INTRODUCTION

MI-Access assessments are administered each school year in districts across Michigan. After administration is complete, assessment materials are submitted to the MI-Access contractor—Questar Assessment, Incorporated—for scanning and scoring, and results are returned to the districts in which students were assessed. The purpose of this handbook is to assist educators, parents, and other stakeholders with understanding, interpreting, and using those results.

This handbook includes general information on how and why MI-Access was developed, as well as specific information on

- how the MI-Access assessments are designed,
- how students are scored,
- how performance standards are determined,
- how assessment results are reported and distributed, and
- how results can be used to improve programs, instruction, and student performance.

Understanding MI-Access results is important because when they are used in meaningful ways, they translate into better learning and improved student achievement.

SECTION 2 — OVERVIEW OF MI-ACCESS

Program Description

MI-Access is one component of the Michigan Educational Assessment System (MEAS), which was adopted by the State Board of Education in November 2001. Other components of the MEAS include the Michigan Educational Assessment Program (MEAP), which has been in place for more than thirty years, the Michigan Merit Examination (MME), and the English Language Proficiency Assessment (ELPA). The MEAS is designed to provide opportunities for *all* students—including those with disabilities and limited English language proficiencies—to participate in appropriate and meaningful state assessments.

Within the MEAS, MI-Access is the state's standardized assessment program designed specifically for students with disabilities whose Individualized Education Program (IEP) Teams have determined that the MEAP is not appropriate for them, even with assessment accommodations.

The purpose of MI-Access is to provide teachers, parents, and other stakeholders with a point-in-time picture of what students with disabilities know and are able to do in certain content areas. To make the assessments more meaningful to students, all items selected for inclusion (1) were designed with input from classroom teachers, and (2) are applicable to real world situations (that is, they reflect the knowledge and skills students need to be successful in school and as adults).

In the beginning, MI-Access was part of the Michigan Department of Education's (MDE) Office of Special Education and Early Intervention Services. Then, when the governor moved the MEAP from the Michigan Department of Treasury back to the MDE, a new office was established, called the Office of Educational Assessment and Accountability (OEAA). That office oversees four programs: (1) the MEAP/MME, (2) the Assessment for Students with Disabilities Program (ASWDP), (3) the Assessment of English Language Learners Program, and (4) the Accountability and Accreditation Program. MI-Access is now part of the ASWDP, which oversees statewide assessment for all students with disabilities.

MI-Access Partners with Questar Assessment, Incorporated

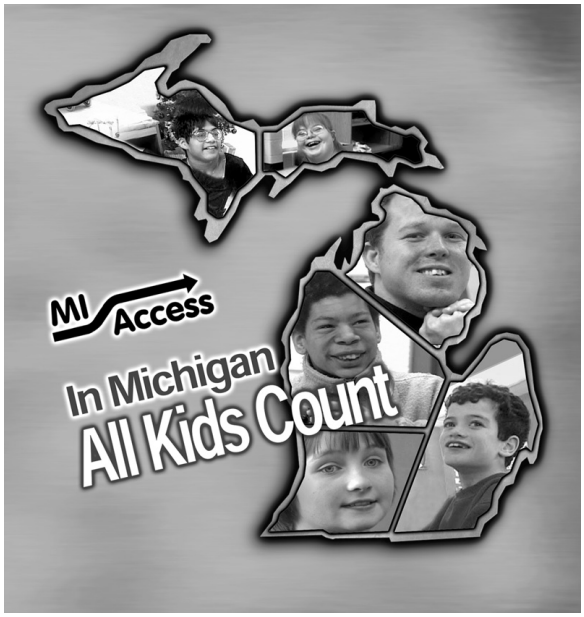
Because developing a new assessment program is a huge undertaking, the MDE partnered with Questar Assessment, Inc., an educational assessment design and development publishing company located in Brewster, New York. It was the company's comparatively small size, dedication to

customer service, and extensive assessment expertise that led the MDE, in November 2000, to award it the MI-Access contract.

In the role of operational contractor, Questar is responsible for providing numerous services—all of which help make MI-Access work. Those services include

- designing and printing MI-Access assessment materials, including cover letters, scan sheets, and assessment booklets;
- collating, compiling, and shipping assessment materials to Michigan districts;
- receiving, inventorying, and scanning returned assessment materials;
- scoring assessments and producing reports; and
- shipping results back to Michigan districts.

In addition to performing operational functions, Questar's assessment development experts serve as advisors to OEAA staff, providing advice and assistance on all technical aspects of the assessments, such as item development, standard setting, reliability, and research.



Program Development

MI-Access was developed, in part, in response to the overriding belief that all students deserve full access to achievement. One way to help students achieve is to decide what they need to learn and develop assessment opportunities to determine whether they are learning it.

For many years, the only statewide assessment available to students in Michigan was the MEAP, which even with assessment accommodations is not appropriate for all special education students. As a result, the MDE began developing an alternate assessment program, which is now called MI-Access.

General Information

Given the enormity and importance of creating a new assessment program, the MDE decided to develop and implement MI-Access in several phases.

The first phase included the development and implementation of the original MI-Access Participation and Supported Independence Assessments, which were administered to selected districts in 2001 and administered statewide in 2002. These two assessments underwent considerable revision during 2006 and early 2007, and the new versions became operational in spring 2007.

The second phase of development included the creation and implementation of the MI-Access Functional Independence Assessments, which were administered for the first time statewide in fall 2005.

MI-Access is now entering the third phase of development, during which an assessment will be created for students for whom none of the current MI-Access assessments or the MEAP/MME with accommodations are appropriate. More detailed information on that assessment will be provided in future handbooks.

Current MI-Access Assessments

At present, MI-Access has three alternate assessments, each of which is targeted at a distinct student population. This reflects the MDE's intent to develop a continuum of assessments that are appropriate for students with disabilities based on their differing cognitive functioning levels, curriculum, and instruction.

Participation

The MI-Access Participation Assessments are designed for students who have, or function as if they have, *severe* cognitive impairment. These students are expected to require extensive, ongoing support in adulthood. They may also have considerable cognitive and physical impairments that make determining their abilities and skills difficult.

Supported Independence

The MI-Access Supported Independence Assessments are designed for students who have, or function as

if they have, *moderate* cognitive impairment. These students are expected to require ongoing support in adulthood. They may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.

Functional Independence

The MI-Access Functional Independence Assessments are designed for students who have, or function as if they have, *mild* cognitive impairment. They also have a limited ability to generalize learning across contexts and their learning rates are significantly slower than those of their age-level peers. In adulthood, however, these students will most likely be able to meet their own needs and live successfully in their communities without overt support from others. They also will be able to assess their personal strengths and limitations, and access resources, strategies, supports, and linkages that will help them maximize their independence.

Item Formats and Assessment Links

It was determined that all students participating in MI-Access could benefit from assessments that (1) presented items in the real-world contexts of daily living, employment, and community experience and (2) used different item formats—including selected response, extended response, and activity-based observation—to allow students to demonstrate their knowledge in a variety of ways.

In addition, it was determined that all MI-Access assessments, as required by federal law, would be explicitly linked to the Model Content Standards contained in the *Michigan Curriculum Framework*; however, the English language arts, mathematics, and science content would be reduced in depth, breadth, and complexity to make it appropriate for the students being assessed.

Annual Administration

The MI-Access assessments are administered each school year in two different assessment cycles: The grade 3 through 8 assessments are administered in the fall and the grade 11 assessments are administered in the spring. They also cover three different content areas: English language arts (ELA), mathematics, and science. As Table 1 (below) shows, ELA and mathematics are assessed in grades 3 through 8 and 11, and science is assessed in grades 5, 8, and 11. Table 2 (below) shows which "grade" assessment students should take if they are ungraded in the state's Single Record Student Database (SRSD).

TABLE 1 Grades and Content Areas Assessed with MI-Access

Content Areas	Grades							
	3rd	4th	5th	6th	7th	8th	9th	11th
English Language Arts	X	X	X	X	X	X		X
Mathematics	X	X	X	X	X	X		X
Science			X			X		X

The grades shaded in light grey are assessed in the fall MI-Access assessment cycle and the grade shaded in dark grey is assessed in the spring MI-Access assessment cycle.

TABLE 2 MI-Access Assessments for Ungraded Students

Ungraded Student Age*	Corresponding MI-Access Assessments
9	Grade 3
10	Grade 4
11	Grade 5
12	Grade 6
13	Grade 7
14	Grade 8
17	Grade 11

*Students must be these ages on or before December 1st of the school year in which the assessment is administered.

IEP Determinations

Given the range of state assessments available, it is the responsibility of a student's IEP Team to determine which one (the MEAP/MME, the MEAP/MME with assessment accommodations, MI-Access Participation, MI-Access Supported Independence, or MI-Access Functional Independence) is most appropriate for the student to take.

In addition, because statewide alternate assessments are not currently available for social studies, it is up to IEP Teams to determine how their students will be assessed in that content area. Social studies is assessed in grades 6, 9, and 11.

Stakeholder Input

MI-Access assessments are developed through a rigorous process involving OEAA staff as well as numerous other qualified Michigan stakeholders, including special and general education teachers, administrators, specialists, related services providers, legal experts, parents, and academics. The assessment development process also benefits from the input of a specially convened group of nationally known psychometricians (educational assessment and research experts) and special educators.

Stakeholders involved with MI-Access have participated on a variety of committees, each of which is charged with specific assessment development tasks and responsibilities.

Alternate Assessment Advisory Committee (AAAC)

The AAAC was the group established in the early years to provide advice on the overall development, implementation, and reporting of the MI-Access assessments. The responsibilities held by this committee were later transferred to Assessment Plan Writing Teams.

Assessment Plan Writing Teams (APWTs)

APWTs are comprised of former members of the AAAC as well as additional general and special education practitioners familiar with the students being

assessed. These teams are responsible for developing proposed assessment plans that describe who will be assessed, what will be assessed and how, when the assessment will take place, the assessment formats (including prototype items), and how the assessments will be reported.

APWTs also make recommendations regarding which Michigan State Board-approved content standards should be assessed at the state level and which ones are better assessed at the district and local levels.

In addition, APWTs review the Grade Level Content Expectations (GLCEs), High School Content Expectations (HSCEs), and Benchmarks contained in the *Michigan Curriculum Framework* and "extend" them, as needed, for the target student populations.

Content Advisory Committees (CACs)

CACs, like APWTs, are comprised of former members of the AAAC and additional general and special education practitioners familiar with the students being assessed. The CACs, however, are responsible for reviewing all assessment items prior to their use. The review process ensures that the items included in the assessments are valid because they (1) accurately reflect the identified content standards, Extended Benchmarks (EBs), Extended GLCEs (EGLCEs), and Extended High School Content Expectations (EHSCEs); (2) meet specifications for conceptual accuracy and completeness; and (3) are appropriate for the students being assessed.

Sensitivity Review Committees (SRCs)

SRCs are responsible for reviewing all MI-Access assessment items to help prevent bias or discrimination based on disability, age, race, gender, and so forth. In addition, they look for issues that, because of their sensitive nature, may not be appropriate for a statewide assessment.

Technical Advisory Committee (TAC)

The TAC provides the OEAA with technical and research advice related to the development, implementation, reporting, and ongoing evaluation of all MI-Access assessments. TAC members are drawn from a pool of national assessment and special education experts and are instrumental in providing technical assistance and direction during the assessment development and implementation process.

The OEAA involves these many and diverse stakeholders in developing MI-Access to ensure that its alternate assessments (1) are as broad-based as

possible, and (2) accurately reflect the ideas and experiences of the people directly involved with the students participating in MI-Access.

Personnel Development Efforts

Because MI-Access is a relatively new state assessment program, the OEAA actively communicates with professionals, parents, and other interested parties to keep them apprised of new developments. MI-Access staff members have made numerous presentations at meetings and conferences (in Michigan and nationally); developed two award-winning educational videos; and prepared a variety of professional development tools, such as online learning programs and training materials.

In addition, it has developed

- *The Assist*, a bi-monthly newsletter (available electronically at **www.mi.gov/mi-access** and **www.mi-access.info**);
- a Listserv dedicated to state assessment of students with disabilities;
- a District MI-Access Coordinator Listserv;
- a MI-Access Toll-free Hotline (1-888-382-4246)
- a MI-Access e-mail address (mi-access@questarai.com);
- a MI-Access page on the MDE Web site (**www.mi.gov/mi-access**);
- the MI-Access Information Center, which hosts the MI-Access online learning programs (**www. mi-access.info**);
- media briefing packets;
- informational and instructional interactive CD-ROMs;
- this reporting handbook;
- annual administration manuals for coordinators and assessment administrators;
- annual calendars;
- presentations on how to use and communicate about assessment results;
- annual MI-Access conferences; and
- annual assessment administration Webcasts.

The OEAA staff will continue to use these communication tools and develop others in an effort to ensure that all parties involved in MI-Access have the information they need to make it an effective assessment program.

SECTION 3 — FEDERAL AND STATE INFLUENCES ON MI-ACCESS

Federal Influences

Several federal legislative initiatives helped spur the development of MI-Access. The federal Individuals with Disabilities Education Act of 1997 (IDEA), for example, required that students with disabilities be included in all state assessments with assessment accommodations as necessary. In addition, it mandated that an alternate assessment be developed for students whose IEP Teams determined it was not appropriate for them to take the general state assessment. MI-Access, Michigan's Alternate Assessment Program, is what the MDE developed to comply with that legislation.

Other federal requirements also influenced, and continue to influence, the development of MI-Access. Those laws include Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), Title 1 of the Elementary and Secondary Education Act of 1994 (ESEA), and most recently the No Child Left Behind Act of 2001 (NCLB) and the 2004 reauthorization of IDEA. In different ways, these laws maintain that assessments are an integral part of the educational accountability system because they provide valuable information that can benefit students by regularly measuring their progress against agreed-upon standards. They also maintain that all students—including those with disabilities—should be part of each state's accountability system and should not be treated separately.

State Influences

MI-Access also was developed to help achieve various State Board of Education (SBE) policies, priorities, and goals. For example, SBE *policies* related to statewide assessment at the time MI-Access was developed asked that the state (1) coordinate and focus all resources on improving student performance, (2) set performance expectations and measure progress, and (3) base accreditation on high levels of pupil achievement and continuous improvement. SBE *priorities* at that time asked that the state also (1) raise student achievement in Michigan, and (2) promote options designed to improve student achievement (such as assessment).

General Information

Finally, and perhaps most important, the SBE had two *goals* at that time that related specifically to MI-Access. They asked the state to (1) increase the participation and performance of students with disabilities on statewide assessments, and (2) develop guidelines for participation in alternate assessment for students with disabilities for whom participation in the MEAP, even with assessment accommodations, was inappropriate.

Furthermore, in November 2001, when the SBE adopted a policy creating the MEAS, it stated that:

> *It shall be the policy of the State Board of Education that each local and intermediate school district and public school academy will ensure the participation of all students in the Michigan Educational Assessment System (the MEAP/MME, the MEAP/MME with assessment accommodations, MI-Access, and ELL-Access).*

MI-Access helps to achieve all of these policies, priorities, and goals in a number of ways. It provides (1) access to the high standards reflected in Michigan's Model Content Standards for the general curriculum, (2) access to the statewide assessment system, which many students with disabilities have not had, and (3) access to meaningful results showing student progress.

MI-ACCESS PARTICIPATION AND SUPPORTED INDEPENDENCE

SECTION 4 — MI-ACCESS P/SI ASSESSMENT DESIGN

To understand how students taking part in the MI-Access Participation and Supported Independence (hereafter referred to as "P/SI") Assessments are scored, it is important to first understand how the assessments are designed.

English Language Arts

The MI-Access P/SI English Language Arts (ELA) Assessments have two components: (1) Accessing Information, which includes word study and comprehension; and (2) Expressing Ideas.

In the Accessing Information: Word Study portion of the assessment, students are asked to identify familiar words using print, pictures, and/or objects. In the Accessing Information: Comprehension portion of the assessment, students are asked to demonstrate their understanding of and/or respond to various forms of information—such as following verbal or written directions, or answering questions from narrative or informational text. The earned points for word study and comprehension are added together to obtain a total Accessing Information score.

In the Expressing Ideas component of the ELA assessment, students are asked to express their ideas about various topics—such as academic subjects, self-advocacy, and effective communication—using one or a combination of response modes, including, but not limited to, writing, drawing, speaking, and/or gesturing. A student's Expressing Ideas score is added to his or her Accessing Information score to obtain a total score for ELA.

Students can earn up to 60 points on the P/SI ELA assessments; however, the number of points per component varies by the type of assessment being administered (Participation or Supported Independence).

Mathematics

The MI-Access P/SI Mathematics Assessments focus on four mathematics areas or strands—(1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. The grade 6 through 8 and 11 Supported Independence assessments also include Algebra. These areas, or strands, reflect a complexity level appropriate for the students being assessed.

Students can earn up to 60 points on the P/SI mathematics assessments; however, the number of points per area, or strand, varies by the type

of assessment being administered (Participation or Supported Independence) and, for Supported Independence, by the grade cluster being assessed (elementary, middle, or high school).

Science

The MI-Access P/SI Science Assessments focus on five science areas or strands—(1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge. These areas, or strands, reflect a complexity level appropriate for the students being assessed.

Students can earn up to 90 points on the Participation science assessment and up to 68 points on the Supported Independence science assessment.

Item Formats

All P/SI assessments use two item formats—(1) activity-based observation, and (2) selected response. The only exception is the MI-Access Supported Independence Science Assessment, which uses only selected-response items.

In the activity-based observation format, items are presented to students during familiar classroom activities or routines. These activities or routines provide a performance context in which specific Extended Grade Level Content Expectations (EGLCEs), Extended High School Content Expectations (EHSCEs), and/or Extended Benchmarks (EBs) can be assessed. In the selected-response format, students are read an item stem, or question, and asked to select the correct response from two or three picture answer choices.

Core and Embedded Items

Each year, a number of MI-Access P/SI items are released to the public. Therefore, to replenish the item bank, the assessments contain some embedded (or field test) items to replace them. Students' reported scores include only the core items; the embedded items are scored, but used only for internal data review purposes. The items that are released are compiled into booklets and posted on the MI-Access Web page (**www.mi.gov/mi-access**). Results for these released items are provided in *Individual Student Reports, Item Analysis Reports*, and *Parent Reports*.

SECTION 5 — MI-ACCESS P/SI: SCORING

During the assessment, each student taking a Participation or Supported Independence assessment is observed by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). The two assessment administrators simultaneously and independently score the student using a standardized scoring rubric that (1) is based on the student responding correctly, and (2) takes into consideration the amount of assistance needed to engage the student in the item. The P/SI scoring rubrics are shown in Table 3 (below).

TABLE 3 MI-Access Participation and Supported Independence Scoring Rubrics

Participation Score Point/ Condition Code	Supported Independence Score Point/ Condition Code	Term
3	2	Responds correctly with no assessment administrator assistance
2	1	Responds correctly after assessment administrator provides verbal/ physical cues
1	Not allowed in SI	Responds correctly after assessment administrator provides modeling, short of hand-over-hand assistance
A	A	Incorrect response
B	B	Resists/Refuses
C	C	Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

The PAA and SAA scores are added together to calculate a score for each item. Then, all of the item scores are added together to determine the student's total earned points for the assessment. (It should be noted that condition codes—As, Bs, and Cs—count as zero points.) In addition to earned points, students are assigned a performance level, which adds meaning to the point value.

Performance Levels and Earned Points

There are three performance levels a student can achieve on the P/SI assessments: (1) Surpassed the Performance Standard, (2) Attained the Performance Standard, or (3) Emerging Toward the Performance Standard. The charts in Appendices A and B explain, in detail, what students need to do to achieve each of the three levels for ELA and mathematics. The Performance Level Descriptors (PLDs) for science were under development when the handbook was published and, therefore, will be posted on the MI-Access Web page (**www.mi.gov/mi-access**) and at the MI-Access Information Center (**www.mi-access.info**).

The number of earned points needed to achieve a particular performance level varies by type of assessment (Participation or Supported Independence), by content area (ELA, mathematics, or science), and by grade. Tables 4-7 show the number of points needed by performance level for ELA and mathematics. Similar numbers for science were not available when the handbook was published and, therefore, will be posted on the MI-Access Web page (**www.mi.gov/mi-access**) and at the MI-Access Information Center (**www.mi-access.info**).

TABLE 4 **MI-Access Participation English Language Arts Performance Levels and Earned Points**

	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
Surpassed the Performance Standard	46-60	46-60	47-60	43-60	44-60	46-60	44-60
Attained the Performance Standard	19-45	20-45	21-46	19-42	19-43	23-45	19-43
Emerging Toward the Performance Standard	0-18	0-19	0-20	0-18	0-18	0-22	0-18

TABLE 5 **MI-Access Participation Mathematics Performance Levels and Earned Points**

	Grade						
	3	**4**	**5**	**6**	**7**	**8**	**11**
Surpassed the Performance Standard	38-60	41-60	45-60	44-60	45-60	49-60	49-60
Attained the Performance Standard	17-37	20-40	24-44	23-43	25-44	28-48	28-48
Emerging Toward the Performance Standard	0-16	0-19	0-23	0-22	0-24	0-27	0-27

TABLE 6	MI-Access Supported Independence English Language Arts Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	43-60	47-60	49-60	41-60	45-60	47-60	47-60
Attained the Performance Standard	24-42	30-46	33-48	23-40	27-44	29-46	29-46
Emerging Toward the Performance Standard	0-23	0-29	0-32	0-22	0-26	0-28	0-28

TABLE 7	MI-Access Supported Independence Mathematics Performance Levels and Earned Points						
	Grade						
	3	4	5	6	7	8	11
Surpassed the Performance Standard	41-60	44-60	48-60	37-60	42-60	41-60	46-60
Attained the Performance Standard	19-40	23-43	25-47	16-36	19-41	19-40	21-45
Emerging Toward the Performance Standard	0-18	0-22	0-24	0-15	0-18	0-18	0-20

Performance Standard Setting

To determine the total number of earned points needed to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as general and special education classroom teachers, administrators, parents, special education directors, school psychologists, and related services providers—in an intensive standard-setting process. The process was conducted by Questar—the MI-Access contractor—and involved Michigan stakeholders who were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans and met over the course of two days. The standard-setting process worked as follows.

- The full group heard a presentation on the components of the P/SI assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into score reports, (2) the terminology that was selected to describe the three levels of student performance, and (3) how the standard-setting process would work.
- The full group was then divided into panels, each of which was asked to add more concrete meaning to the performance levels by reviewing and finalizing detailed PLDs. Panel members were also asked to make an initial, independent judgment about cut scores (or, in other words, where the lines should be drawn between the minimum number of points needed to Surpass or Attain the Performance Standard).
- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback, and were informed about the difficulty of each assessment item. Panelists were then able to use that information, if desired, in making a second round of judgments.
- After the second round, the panelists discussed their judgments again. They also reviewed performance data to see roughly how many students would fall into each performance category if their second-round judgments were adopted.
- Once the data were presented and discussed, the panelists made a final round of judgments to (1) increase the reliability of their judgments, (2) increase their confidence in their determinations, and (3) encourage a convergence of ideas. The judgments made during the final round were considered to be the panelists' recommendations to the OEAA.

At the end of the standard-setting session, Questar took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade and content-area assessment.

After the statistics were calculated, the TAC reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; cut score recommendations were made to the state Superintendent of Public Instruction and the State Board of Education (SBE); and the cut scores were approved by the SBE.

SECTION 6 — MI-ACCESS P/SI REPORTS: CONTENT, DISTRIBUTION, AND NCLB

Content and Distribution

IDEA 1997 and its 2004 reauthorization require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported in ways that are similar to the MEAP/MME results. Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table 8.)

TABLE 8 MI-Access Participation and Supported Independence Reports

	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports				X	
Student Labels			X		
Parent Reports			X		
ISD Comprehensive Report					X

District, School, and Class Reports

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way. A generic Table of Contents is printed on the front, listing the full range of reports that *could* be contained in the folder. Then, a more detailed Table of Contents appears inside the folder listing the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents.

The results folders are shipped by the MI-Access contractor either to the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for (1) keeping the district's results, and (2) disseminating the School and Class Results Folders to School MI-Access Coordinators.

Electronic copies of district, school, and class reports are also available online at the OEAA Secure Site (**www.mi.gov/oeaa-secure**), and *District Summary Reports* are available on the MI-Access Web page (**www.mi.gov/mi-access**) and at the MI-Access Information Center (**www.mi-access.info**).

State and ISD Reports

State and Intermediate School District (ISD) reports are available *only* online. They can be accessed at the OEAA Secure Site (**www.mi.gov/oeaa-secure**), on the MI-Access Web page (**www.mi.gov/mi-access**) under "State Assessment Reports for Students with Disabilities," and/or at the MI-Access Information Center (**www.mi-access.info**) under "MI-Access Results."

All MI-Access reports may be reproduced for internal personnel development and school improvement activities. However, reports containing individual student names should not be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and/or summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard." (For more information on NCLB, go to **www.mi.gov/mde**.)

SECTION 7 — MI-ACCESS P/SI: SAMPLE REPORTS

This section of the handbook includes a written description of each MI-Access P/SI report, accompanied by a sample. (To see sample reports for MI-Access Functional Independence, go to page 54.) Please note that the sole purpose of sample reports is to show where various components of assessment data will appear.

MI-Access P/SI: Individual Student Reports for English Language Arts

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI English Language Arts (ELA) Assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D provides the student's total score for the Accessing Information component of the assessment, as well as his/her scores for word study and comprehension.

Section E shows the student's score for the Expressing Ideas component of the assessment.

Section F shows the student's total score for ELA (Accessing Information plus Expressing Ideas).

Section G is the student's individual item analysis for released assessment items. The analysis includes—for each item—the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Participation & Supported Independence

Section H includes a key and information on some of the acronyms used on the report.

The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

Participation - English Language Arts
Grade 3
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Student Name: **DELISLE, FABIOLA**
State UIC: 100313
Gender: F
English Language Learner: N
Date of Birth: 1/20/1998
Ethnicity: Unknown
Formerly LEP: N
District Student ID:
SpecEd: N

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 30/60
Performance Level: Attained the Performance Standard

Student Performance by Assessment Component	Earned/ Points Possible
ACCESSING INFORMATION (AI) (D)	30/36
WORD STUDY	18/18
COMPREHENSION	12/18
EXPRESSING IDEAS (EI) (E)	0/24
TOTAL (AI + EI) (F)	30/60

Released Item Analysis

Accessing Information: Word Study

Released Item Number: R1	EGLCE: R.WS.e4.P.EG01a	PAA: 3	SAA: 3	Earned/Possible Points: 6/6

Activity: The student will correctly select 1 picture (that is paired with words) associated with a story that has been presented to the class. The choice will be made from a set of 2 related pictures (paired with words) from the story and 2 unrelated pictures (paired with words) during an instructional reading time/story discussion.

Scoring Focus: Using visual cues to recognize words

(G)

Accessing Information: Comprehension

Released Item Number: R2	EGLCE: L.RP.e4.P.EG03a	PAA: 3	SAA: 3	Earned/Possible Points: 6/6

Activity: The student will correctly answer 1 "yes/no" question related to a familiar school lunch or snack activity, such as "Do we go over there to eat?" or "Should I put the bowls in this cabinet?" during class lunch or snack time.

Scoring Focus: Responding to speech to reflect understanding

Expressing Ideas

Released Item Number: R3	EGLCE: S.CN.e4.P.EG02a	PAA: A	SAA: A	Earned/Possible Points: 0/6

Activity: The student will correctly use at least 1 courtesy word or phrase, such as "please," "thank you," or "it's your turn," while playing a game with peers during a classroom leisure time.

Scoring Focus: Responding to and/or communicating with a variety of audiences

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

(H)

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Page 1 of 1

MI-Access P/SI: Individual Student Reports for Mathematics

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI Mathematics Assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, (4) Numbers and Operations, and (5) for students in grades 6 through 8 and 11 taking the Supported Independence assessment, Algebra.

Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for released assessment items. The analysis includes—for each item—the released item number; the EGLCE or EHSCE assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; the activity during which the student was observed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

Supported Independence - Mathematics

Grade 4

Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995**

(B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995**

(C)

Student Name: **NEILSON, NEIL**
State UIC: 100332 Date of Birth: 1/20/1997 District Student ID:
Gender: M Ethnicity: Other
English Language Learner: Y Formerly LEP: N SpecEd: N

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 30/60
Performance Level: Attained the Performance Standard

Student Performance by Assessment Strand	Earned/ Points Possible
DATA AND PROBABILITY	8/12
GEOMETRY (D)	0/12
MEASUREMENT	2/16
NUMBERS AND OPERATIONS	20/20
TOTAL (E)	30/60

Released Item Analysis

NUMBERS AND OPERATIONS

Released Item Number: R1	EGLCE: N.ME.e4.SI.EG01d	PAA: 2	SAA: 2	Earned/Possible Points: 4/4

Activity: The student will correctly complete a familiar dressing routine after the assessment administrator provides a specific 3-step sequence using ordinal terms (1st, 2nd, and 3rd). For example, the assessment administrator could direct the student to, "First, take your coat off the coat rack hook, second, put it on, and third, zip it up all the way."

Scoring Focus: Demonstrating an understanding of ordinal words used in identifying the sequence of an activity

(F)

DATA AND PROBABILITY

Released Item Number: R2	EGLCE: D.RE.e4.SI.EG03a	PAA: 2	SAA: 2	Earned/Possible Points: 4/4

Activity: The student will correctly select 2 items needed to complete a familiar grooming or hygiene routine, such as combing hair, brushing teeth, or washing hands. The student must select the items from a larger set that contains 3 unrelated objects. For example, the student could be shown a set of objects (e.g., toothbrush, toothpaste, comb, washcloth, and soap) and then asked, "Which ones do we need to brush our teeth?"

Scoring Focus: Identifying what data are needed to solve a problem

MEASUREMENT

Released Item Number: R3	EGLCE: M.UN.e4.SI.EG01c	PAA: C	SAA: 2	Earned/Possible Points: 2/4

Activity: The student will measure the correct amount of water or milk (whole cups only) required to make a powdered beverage mix during a familiar food preparation task, such as getting ready for snack or lunch time. For example, if a lemonade mix requires 2 cups of water, the student could be given a measuring cup and a pitcher and directed, "We need 2 cups of water to make lemonade. Put 2 cups of water in the pitcher."

Scoring Focus: Measuring using a whole cup

MEASUREMENT

Released Item Number: R4	EGLCE: M.UN.e4.SI.EG01e	PAA: A	SAA: B	Earned/Possible Points: 0/4

Activity: The student will correctly match a coin he/she is given with a coin from a group of 9 coins consisting of 3 different denominations while planning for a leisure activity. For example, the student would be handed a quarter, shown a group of coins containing 3 nickels, 3 dimes, and 3 quarters, and directed to, "Find a quarter in the group of coins."

Scoring Focus: Matching a specified coin to another of the same denomination within a group

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

(G)

Key:
Score = 1, 2; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Page 1 of 1

MI-Access P/SI: Individual Student Reports for Science

An *Individual Student Report* is provided for every student who takes part in the MI-Access P/SI Science Assessments. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, the school name, and the school code. It also shows the student's performance summary, including his/her earned points out of the total points possible and his/her performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

Section F is the student's individual item analysis for released assessment items. The analysis includes the released item and item number; the EB assessed; the score point (or condition code) the student received from the Primary Assessment Administrator; the score point (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section G includes a key and information on some of the acronyms used on the report.

The back page of the report includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. A sample report (front) is provided on the opposite page.

Participation & Supported Independence

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

Participation - Science
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995**

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995**

(B)

Student Name: **MARKER, BARBARA**
State UIC: 100303 Date of Birth: 1/20/1996 District Student ID:
Gender: F Ethnicity: Black, Not of Hispanic Origin
English Language Learner: Y Formerly LEP: N SpecEd: N

(C)

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 30/90
Performance Level: Attained the Performance Standard

Student Performance by Assessment Strand

(D)	CONSTRUCTING	REFLECTING	LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	TOTAL (E)
Earned/Points Possible	0/6	6/6	24/30	0/30	0/18	30/90

Released Item Analysis (F)

USING LIFE SCIENCE KNOWLEDGE

Released Item No.: R1		**EB:** L.OR.P.EB.III.2.e.2a
PAA: 3	**SAA:** 3	**Earned/Possible Points:** 6/6

Which one is a rabbit?

Scoring Focus: Identify plants and animals

USING EARTH SCIENCE KNOWLEDGE

Released Item No.: R2		**EB:** E.HY.P.EB.V.2.e.1a
PAA: A	**SAA:** A	**Earned/Possible Points:** 0/6

Where are hands washed?

swings

sink

Scoring Focus: Identify where water is found in the home and school

USING PHYSICAL SCIENCE KNOWLEDGE

Released Item No.: R3		**EB:** P.MO.P.EB.IV.3.e.1a
PAA: B	**SAA:** B	**Earned/Possible Points:** 0/6

Activity: The student will correctly indicate which of two objects is moving faster, during a familiar leisure activity, when the assessment administrator presents two objects and moves one of them faster. For example, the assessment administrator presents a model car and a chalkboard eraser pushed across the floor with equal force and asks the student, "Which one is moving faster?"

Scoring Focus: Recognizing movement of objects

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

(G)

Key:
Score = 1, 2, 3; Condition Code = A, B, C; Multiple marks = M; Omitted = Blank

Page 1 of 1

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access P/SI: Rosters (Class, School, District)

The MI-Access P/SI rosters for classes, schools, and districts are identical in format. For that reason, only *Class Rosters*—one for ELA, one for mathematics, and one for science—are included in the handbook. The reports include the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean earned points.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code (UIC) and date of birth.

Section E shows the student's performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE, EHSCE, or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE, EHSCE, or EB assessed. In addition, it shows the scores or condition codes given by the Primary Assessment Administrator and the Shadow Assessment Administrator for each item.

Section G shows the student's total earned points for the assessment. (The total earned points possible are shown in the column heading.)

Section H includes a key and information on some of the acronyms used on the report.

The back page of the reports includes (1) the performance levels students can achieve, (2) a description of how students are scored, and (3) the relevant scoring rubric. Sample reports (front) are provided on the opposite page.

Participation & Supported Independence

MICHIGAN Department of Education

CLASS ROSTER

Supported Independence - English Language Arts
Grade 6
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District** (B)
District Code: **99995**

Teacher Name: **Demo Teacher** (C)
School Name: **Demo School**
School Code: **09995**

Number of Students Assessed: **3**
Mean Earned Points: **30**

(D) Student Information	(E) Performance Level	Assessment Administrator	Accessing Information: Word Study				Accessing Information: Comprehension						(F) Accessing Information Total (out of 32)	Expressing Ideas							Expressing Ideas Total (out of 28)	(G) Earned Points Total (out of 60)
			R.WS.m7.S1.EG03a	R.WS.m7.S1.EG03a	R.WS.m7.S1.EG07a	Word Study Total (out of 12)	L.CN.m4.S1.EGAA	R.MT.m7.S1.EG03a	R.MT.m7.S1.EG04a	S.CN.m7.S1.EG01a	S.CN.m7.S1.EG01a	Comprehension Total (out of 20)		S.CN.m5.S1.EGAA	S.CN.m7.S1.EG01a	S.CN.m7.S1.EG01a	S.CN.m7.S1.EG01a	S.DS.m7.S1.EG01a	W.PR.m7.S1.EG04a	W.PR.m7.S1.EG04a		
LOUCKS, SAVION UIC: 100334 DOB: 1/20/1995	A	PAA	2	2	2	12	2	B	2	B	2	14	26	A	A	A	B	C	B	2	4	30
		SAA	2	2	2		2	2	2	C	2			B	C	C	B	C	C	2		
ROOKS, RUDY UIC: 100328 DOB: 1/20/1995	A	PAA	2	2	2	12	2	2	2	A	2	14	26	A	A	A	B	B	A	2	4	30
		SAA	2	2	2		2	C	2	C	2			A	B	B	C	A	B	2		
WESSON, MOHAMMED UIC: 100322 DOB: 1/20/1995	A	PAA	2	2	2	12	2	A	2	B	2	14	26	B	A	C	B	C	C	2	4	30
		SAA	2	2	2		2	2	2	C	2			A	B	B	B	C	C	2		

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

(H) Page 1 of 1

MICHIGAN Department of Education

CLASS ROSTER

Participation - Mathematics
Grade 7
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District** (B)
District Code: **99995**

Teacher Name: **Demo Teacher** (C)
School Name: **Demo School**
School Code: **09995**

Number of Students Assessed: **3**
Mean Earned Points: **30**

(D) Student Information	(E) Performance Level	Assessment Administrator	Data and Probability		Data and Probability Total (out of 12)	Geometry			(F) Geometry Total (out of 18)	Measurement		Measurement Total (out of 12)	Numbers and Operations			Numbers and Operations Total (out of 18)	(G) Earned Points Total (out of 60)
			D.RE.m7.P.EG01a	D.RE.m7.P.EG01b		G.GS.m4.P.EG02AA	G.SR.m7.P.EG01a	G.TR.m6.P.EG03a		M.UN.m6.P.EG01a	M.UN.m6.P.EG01b		N.ME.m6.P.EG05c	N.ME.m6.P.EG05d	N.ME.m6.P.EG06a		
ARBOGAST, NATHALIE UIC: 100317 DOB: 1/20/1994	A	PAA	3	3	12	A	A	C	0	B	C	0	3	3	3	18	30
		SAA	3	3		C	C	C		B	B		3	3	3		
GODSEY, LUZ UIC: 100311 DOB: 1/20/1994	A	PAA	3	3	12	C	C	A	0	C	B	0	3	3	3	18	30
		SAA	3	3		B	C	B		C	A		3	3	3		
KILMER, CRISTAL UIC: 100305 DOB: 1/20/1994	A	PAA	3	3	12	A	A	A	0	C	C	0	3	3	3	18	30
		SAA	3	3		C	A	A		C	A		3	3	3		

(H) Page 1 of 1

Performance Level Key: S - Surpassed, A - Attained, E - Emerging

MICHIGAN Department of Education

CLASS ROSTER

Participation - Science
Grade 8
Fall 2007 (A)

MI Access Michigans Alternate Assessment Program

District Name: **MIA Demo District** (B)
District Code: **99995**

Teacher Name: **Demo Teacher** (C)
School Name: **Demo School**
School Code: **09995**

Number of Students Assessed: **1**
Mean Earned Points: **30**

(D) Student Information	(E) Performance Level	Assessment Administrator	Constructing New Scientific Knowledge		Reflecting on Scientific Knowledge		Using Life Science Knowledge				(F) Life Science Total (out of 30)	Using Physical Science Knowledge				Physical Science Total (out of 30)	Using Earth Science Knowledge			Earth Science Total (out of 18)	(G) Earned Points Total (out of 90)
			C.CN.P.EB.III.1.m.1a	Constructing Total (out of 6)	R.RO.P.EB.III.1.m.5a	Reflecting Total (out of 6)	L.CE.P.EB.III.1.m.1a	L.OR.P.EB.III.2.e.4ADDm	L.OR.P.EB.III.2.m.1a	L.OR.P.EB.III.2.m.1a	L.OR.P.EB.III.2.m.4a		P.ME.P.EB.IV.1.e.1ADDm	P.MO.P.EB.IV.3.m.1a	P.MO.P.EB.IV.3.m.1a	P.WV.P.EB.IV.4.e.1ADDm	P.WV.P.EB.IV.4.m.3a		E.AW.P.EB.V.3.e.1ADDm	E.GE.P.EB.V.1.e.6ADDm	E.HY.P.EB.V.2.m.1a		
KARL, JAROD UIC: 100306 DOB: 1/20/1993	A	PAA	3	6	3	6	3	B	3	3	C	18	B	A	A	A	A	0	B	C	B	0	30
		SAA	3		3		3	C	3	3	A		B	C	B	C	C		B	C	C		

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

(H) Page 1 of 1

Performance Level Key: S - Surpassed, A - Attained, E - Emerging

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access P/SI: Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are produced only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the school, district, and state are formatted the same way regardless of the content area, just one—a *School Summary Report for English Language Arts*—is included in the handbook. The report includes the following information:

Section A includes the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean earned points, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard.

Section E shows the number and percent of students that earned each specific number of points, which is commonly referred to as a frequency distribution.

The back page of the report includes the performance levels students can achieve. A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

SCHOOL SUMMARY REPORT

Supported Independence - English Language Arts

Grade 7

Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District** (B)
District Code: **99997**

School Name: **Demo School** (C)
School Code: **09991**

ACHIEVEMENT

Number of Students Assessed	Mean Earned Points	Number and Percent of Students (D)					
		Emerging		Attained		Surpassed	
		#	%	#	%	#	%
183	30	81	44.3	54	29.5	48	26.2

FREQUENCY DISTRIBUTION (E)

Earned Points	Number and Percent of Students	
	#	%
60	3	1.6
59	3	1.6
58	3	1.6
57	3	1.6
56	3	1.6
55	3	1.6
54	3	1.6
53	3	1.6
52	3	1.6
51	3	1.6
50	3	1.6
49	3	1.6
48	3	1.6
47	3	1.6
46	3	1.6
45	3	1.6

Earned Points	Number and Percent of Students	
	#	%
44	3	1.6
43	3	1.6
42	3	1.6
41	3	1.6
40	3	1.6
39	3	1.6
38	3	1.6
37	3	1.6
36	3	1.6
35	3	1.6
34	3	1.6
33	3	1.6
32	3	1.6
31	3	1.6
30	3	1.6
29	3	1.6

Earned Points	Number and Percent of Students	
	#	%
28	3	1.6
27	3	1.6
26	3	1.6
25	3	1.6
24	3	1.6
23	3	1.6
22	3	1.6
21	3	1.6
20	3	1.6
19	3	1.6
18	3	1.6
17	3	1.6
16	3	1.6
15	3	1.6
14	3	1.6
13	3	1.6

Earned Points	Number and Percent of Students	
	#	%
12	3	1.6
11	3	1.6
10	3	1.6
9	3	1.6
8	3	1.6
7	3	1.6
6	3	1.6
5	3	1.6
4	3	1.6
3	3	1.6
2	3	1.6
1	3	1.6
0	3	1.6

* < 10 students assessed
Note: See reverse for additional information

Page 1 of 1

MI-Access P/SI: Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the state's Single Record Student Database (SRSD). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Demographic Report* is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows, by content area, the total number of students assessed and the mean earned points for each group.

Section E shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve. A sample report (the front of pages 1 and 2) is provided on the opposite page.

Participation & Supported Independence

MICHIGAN Department of Education

DISTRICT DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99997** (B)

	English Language Arts								Mathematics							
	Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
District																
All Students	183	30	63	34.4	78	42.6	42	23.0	183	30	72	39.3	63	34.4	48	26.2
Gender (C)					(E)								(E)			
Male	99	30	35	35.4	40	40.4	24	24.2	99	30	39	39.4	34	34.3	26	26.3
Female	84	30	28	33.3	38	45.2	18	21.4	84	30	33	39.3	29	34.5	22	26.2
Ethnicity																
American Indian/Alaskan Native	18	37	4	22.2	7	38.9	7	38.9	18	37	5	27.8	5	27.8	8	44.4
Asian/Pacific Islander (D)	21	30	7	33.3	10	47.6	4	19.0	21 (D)	30	8	38.1	9	42.9	4	19.0
Black, Not of Hispanic Origin	19	31	5	26.3	11	57.9	3	15.8	19	31	5	26.3	11	57.9	3	15.8
Hispanic	25	29	11	44.0	7	28.0	7	28.0	25	29	13	52.0	5	20.0	7	28.0
White, Not of Hispanic Origin	23	26	9	39.1	12	52.2	2	8.7	23	26	10	43.5	11	47.8	2	8.7
Multiracial	23	28	9	39.1	11	47.8	3	13.0	23	28	10	43.5	8	34.8	5	21.7
Other or Not Reported	54	30	18	33.3	20	37.0	16	29.6	54	30	21	38.9	14	25.9	19	35.2
Additional Reporting Groups																
Economically Disadvantaged: Yes	97	29	34	35.1	46	47.4	17	17.5	97	29	38	39.2	37	38.1	22	22.7
Economically Disadvantaged: No	86	31	29	33.7	32	37.2	25	29.1	86	31	34	39.5	26	30.2	26	30.2
English Language Learners: Yes	96	30	35	36.5	37	38.5	24	25.0	96	30	38	39.6	31	32.3	27	28.1
English Language Learners: No	87	30	28	32.2	41	47.1	18	20.7	87	30	34	39.1	32	36.8	21	24.1
													*	*	*	*
													33.7	30	34.9	27
													*	*	*	*

Note: See reverse for additional information

MICHIGAN Department of Education

DISTRICT DEMOGRAPHIC REPORT

Participation
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99997**

(B)

	Science							
	Students Assessed	Mean Earned Points	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
District								
All Students	273	45	90	33.0	90	33.0	93	34.1
Gender					(E)			
Male (C)	133	45	43	32.3	43	32.3	47	35.3
Female	140	45	47	33.6	47	33.6	46	32.9
Ethnicity								
American Indian/Alaskan Native	45	38	18	40.0	17	37.8	10	22.2
Asian/Pacific Islander (D)	29	55	5	17.2	12	41.4	12	41.4
Black, Not of Hispanic Origin	33	45	13	39.4	7	21.2	13	39.4
Hispanic	24	53	6	25.0	8	33.3	10	41.7
White, Not of Hispanic Origin	37	45	10	27.0	14	37.8	13	35.1
Multiracial	29	42	12	41.4	8	27.6	9	31.0
Other or Not Reported	76	44	26	34.2	24	31.6	26	34.2
Additional Reporting Groups								
Economically Disadvantaged: Yes	144	42	52	36.1	50	34.7	42	29.2
Economically Disadvantaged: No	129	48	38	29.5	40	31.0	51	39.5
English Language Learners: Yes	142	48	41	28.9	45	31.7	56	39.4
English Language Learners: Nc	131	42	49	37.4	45	34.4	37	28.2
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	144	44	50	34.7	48	33.3	46	31.9
Homeless	*	*	*	*	*	*	*	*

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Page 2 of 2

Note: See reverse for additional information

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access P/SI: Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the ELA school, district, and state reports is similar, only the *District Item Analysis Report* for ELA is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment component—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EGLCE or ESHCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and/or SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from ***both*** the PAA and the SAA.

Participation & Supported Independence

Section E provides additional information about the report.

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

DISTRICT ITEM ANALYSIS REPORT

Participation - English Language Arts
Grade 3 (A)
Fall 2007
Released Items Only

District Name: **MIA Demo District**
District Code: **99997** (B)

Number of Students Assessed: **183**

Accessing Information: Word Study
Released Item Number: R1 **EGLCE:** R.WS.e4.P.EG01a (C)
Scoring Focus: Using visual cues to recognize words

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	165 (90.2%)	3 (1.6%)		1 (0.5%)		1 (0.5%)		
2			1 (0.5%)		(D)			
1	3 (1.6%)		1 (0.5%)	1 (0.5%)				
A					1 (0.5%)			
B			1 (0.5%)		1 (0.5%)			
C		2 (1.1%)	1 (0.5%)	1 (0.5%)	1 (0.5%)			
Omit								
Multi								

Accessing Information: Comprehension
Released Item Number: R2 **EGLCE:** L.RP.e4.P.EG03a (C)
Scoring Focus: Responding to speech to reflect understanding

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	111 (60.7%)	3 (1.6%)	2 (1.1%)	1 (0.5%)	1 (0.5%)	1 (0.5%)		
2		1 (0.5%)		(D)		1 (0.5%)		
1			1 (0.5%)		1 (0.5%)			
A			1 (0.5%)	5 (2.7%)	8 (4.4%)	7 (3.8%)		
B				7 (3.8%)	4 (2.2%)	7 (3.8%)		
C		1 (0.5%)	1 (0.5%)	6 (3.3%)	4 (2.2%)	9 (4.9%)		
Omit								
Multi								

Expressing Ideas
Released Item Number: R3 **EGLCE:** S.CN.e4.P.EG02a (C)
Scoring Focus: Responding to and/or communicating with a variety of audiences

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	57 (31.1%)	3 (1.6%)	2 (1.1%)	1 (0.5%)				
2			1 (0.5%)	(D)	1 (0.5%)			
1	1 (0.5%)	1 (0.5%)			1 (0.5%)	1 (0.5%)		
A				6 (3.3%)	10 (5.5%)	13 (7.1%)		
B		2 (1.1%)	1 (0.5%)	13 (7.1%)	19 (10.4%)	9 (4.9%)		
C				14 (7.7%)	14 (7.7%)	13 (7.1%)		
Omit								
Multi								

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information. (E)

MI-Access P/SI: Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the mathematics school, district, and state reports is similar, only the *District Item Analysis Report* for mathematics is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment strand—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EGLCE or EHSCE assessed; and the scoring focus, which links the item directly to the EGLCE or EHSCE being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and/or SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from ***both*** the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT

Supported Independence - Mathematics
Grade 4 (A)
Fall 2007
Released Items Only

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99997** (B)

Number of Students Assessed: **183**

NUMBERS AND OPERATIONS

Released Item Number: R1 **EGLCE:** N.ME.e4.SI.EG01d (C)
Scoring Focus: Demonstrating an understanding of ordinal words used in identifying the sequence of an activity

Shadow Assessment Administrator	Primary Assessment Administrator: 2	1	A	B	C	Omit	Multi
2	171 (93.4%)	1 (0.5%)		1 (0.5%)	1 (0.5%)		
1	2 (1.1%)	1 (0.5%)		1 (0.5%)	1 (0.5%)		
A			2 (1.1%)	1 (0.5%)			
B		1 (0.5%)					
C							
Omit							
Multi							

(D)

DATA AND PROBABILITY

Released Item Number: R2 **EGLCE:** D.RE.e4.SI.EG03a (C)
Scoring Focus: Identifying what data are needed to solve a problem

Shadow Assessment Administrator	Primary Assessment Administrator: 2	1	A	B	C	Omit	Multi
2	111 (60.7%)	2 (1.1%)		1 (0.5%)	1 (0.5%)		
1	1 (0.5%)		1 (0.5%)	1 (0.5%)			
A			7 (3.8%)	8 (4.4%)	6 (3.3%)		
B		1 (0.5%)	7 (3.8%)	7 (3.8%)	9 (4.9%)		
C	1 (0.5%)		7 (3.8%)	4 (2.2%)	8 (4.4%)		
Omit							
Multi							

(D)

MEASUREMENT

Released Item Number: R3 **EGLCE:** M.UN.e4.SI.EG01c (C)
Scoring Focus: Measuring using a whole cup

Shadow Assessment Administrator	Primary Assessment Administrator: 2	1	A	B	C	Omit	Multi
2	87 (47.5%)	2 (1.1%)			1 (0.5%)		
1	1 (0.5%)			1 (0.5%)	1 (0.5%)		
A			8 (4.4%)	11 (6.0%)	12 (6.6%)		
B	2 (1.1%)		7 (3.8%)	10 (5.5%)	14 (7.7%)		
C		1 (0.5%)	10 (5.5%)	5 (2.7%)	10 (5.5%)		
Omit							
Multi							

(D)

MEASUREMENT

Released Item Number: R4 **EGLCE:** M.UN.e4.SI.EG01e (C)
Scoring Focus: Matching a specified coin to another of the same denomination within a group

Shadow Assessment Administrator	Primary Assessment Administrator: 2	1	A	B	C	Omit	Multi
2	75 (41.0%)	3 (1.6%)	1 (0.5%)	1 (0.5%)	1 (0.5%)		
1					2 (1.1%)		
A		1 (0.5%)	13 (7.1%)	10 (5.5%)	7 (3.8%)		
B			13 (7.1%)	13 (7.1%)	10 (5.5%)		
C			12 (6.6%)	7 (3.8%)	14 (7.7%)		
Omit							
Multi							

(D)

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information. (E)

MI-Access P/SI: Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. In addition, it can be used to show the extent to which Primary Assessment Administrators (PAAs) and Shadow Assessment Administrators (SAAs) give students the same scores or condition codes (often referred to as inter-rater agreement or inter-rater reliability). Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the science school, district, and state reports is similar, only the *District Item Analysis Report* for science is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type (Participation or Supported Independence), the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by assessment strand—the released item(s) for which data are being presented. Then, for each item, it shows the released item number; the code for the EB assessed; and the scoring focus, which links the item directly to the EB being measured and describes what assessment administrators were looking for while administering the item.

Section D shows—for each released item—the number and percent of students who received each score point or condition code from PAAs and/or SAAs. It also shows the number and percent of students for whom scores were omitted on the student's answer document or for whom there were multiple marks. It is important to note that the data presented along the gray diagonal show agreement between PAA and SAA scores. For example, the shaded gray box in the upper-left-hand corner shows the number and percent of students who received 3s (for Participation) or 2s (for Supported Independence) from ***both*** the PAA and the SAA.

Section E provides additional information about the report.

The back page of the report includes (1) a description of how students are scored, and (2) the relevant scoring rubric. A sample report (front) is provided below.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT

Participation - Science
Grade 5 (A)
Fall 2007
Released Items Only

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99997** (B)

Number of Students Assessed: **273**

USING LIFE SCIENCE KNOWLEDGE
Released Item Number: R1 **EB:** L.OR.P.EB.III.2.e.2a (C)
Scoring Focus: Identify plants and animals

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	219 (80.2%)	3 (1.1%)			1 (0.4%)			
2			1 (0.4%)	1 (0.4%)		1 (0.4%)		
1	3 (1.1%)	1 (0.4%)	1 (0.4%)	1 (0.4%)	(D)	1 (0.4%)		
A				5 (1.8%)	4 (1.5%)	5 (1.8%)		
B			1 (0.4%)	6 (2.2%)	6 (2.2%)	5 (1.8%)		
C				1 (0.4%)	3 (1.1%)	4 (1.5%)		
Omit								
Multi								

USING EARTH SCIENCE KNOWLEDGE
Released Item Number: R2 **EB:** E.HY.P.EB.V.2.e.1a (C)
Scoring Focus: Identify where water is found in the home and school

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	111 (40.7%)	3 (1.1%)			1 (0.4%)	1 (0.4%)		
2		3 (1.1%)	1 (0.4%)	1 (0.4%)	1 (0.4%)			
1				1 (0.4%)	(D)			
A				14 (5.1%)	21 (7.7%)	17 (6.2%)		
B			2 (0.7%)	25 (9.2%)	8 (2.9%)	16 (5.9%)		
C		1 (0.4%)		15 (5.5%)	20 (7.3%)	11 (4.0%)		
Omit								
Multi								

USING PHYSICAL SCIENCE KNOWLEDGE
Released Item Number: R3 **EB:** P.MO.P.EB.IV.3.e.1a (C)
Scoring Focus: Recognizing movement of objects

Shadow Assessment Administrator	Primary Assessment Administrator: 3	2	1	A	B	C	Omit	Multi
3	75 (27.5%)	3 (1.1%)	1 (0.4%)			1 (0.4%)		
2		2 (0.7%)	1 (0.4%)	(D)	2 (0.7%)			
1		1 (0.4%)			2 (0.7%)			
A			1 (0.4%)	23 (8.4%)	20 (7.3%)	25 (9.2%)		
B		1 (0.4%)		16 (5.9%)	26 (9.5%)	15 (5.5%)		
C				24 (8.8%)	14 (5.1%)	20 (7.3%)		
Omit								
Multi								

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

Note: The crosstab charts display the number and percent of students receiving each Primary Assessment Administrator (PAA) and Shadow Assessment Administrator (SAA) observation score for the released items. The data presented along the gray diagonal show agreement between the PAA and SAA scores. See reverse for additional information. (E)

MI-Access P/SI: Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The *MI-Access P/SI Parent Reports* include the following information:

Section A shows the name of the report, the assessment in which the student took part (Participation or Supported Independence), the assessment grade, and the year the assessment was administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database (SRSD).

Section C includes a table showing, by content area, the total points the student earned out of the total points possible, as well as the performance levels the student achieved. It also includes a list of questions that parents and teachers can use to help them interpret and discuss the results.

Section D provides detailed information on the P/SI assessments, a description of how they are scored, and the relevant scoring rubric.

Section E provides detailed information on (1) the components of the English Language Arts (ELA) assessment, and (2) how the student performed by assessment component and overall.

Section F provides detailed information on (1) the strands included in the mathematics assessment, and (2) how the student performed by assessment strand and overall.

Section G provides detailed information on (1) the strands included in the science assessment (if applicable), and how the student performed by assessment strand and overall.

Section H shows the student's individual item analysis for ELA, mathematics, and/or science. It includes each released item and item number; the EGLCE, EHSCE, or EB assessed in that item; the score (or condition code) the student received from the Primary Assessment Administrator; the score (or condition code) the student received from the Shadow Assessment Administrator; the total points the student earned out of the total points possible; and the scoring focus, which links the item directly to the EGLCE, ESHCE, or EB being measured and describes what assessment administrators were looking for while administering the item. A sample four-page report is provided on the following page.

Participation & Supported Independence

PARENT REPORT
Supported Independence
Grade 8
Fall 2007

A

Student Name: **KOLTON TRAINOR**
District Student ID:
State UIC: **100324**

B

Teacher Name: **Demo Teacher**
School Name: **Demo School**
District Name: **MIA Demo District**

Dear Parent or Guardian:

In fall 2007, your son took part in the MI-Access Supported Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for him. The MI-Access Supported Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Supported Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to **www.mi.gov/mi-access**.)

The fall 2007 results for Kolton are shown in the table below. We encourage you to discuss these results with your son's teacher and other school professionals who have the benefit of knowing him personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your son's achievement and plan for his future learning.

C

Content Area	Earned/Possible Points	Fall 2007 Performance Level
ELA	30/60	Attained the Performance Standard (Low)
Mathematics	30/60	Attained the Performance Standard (High)
Science	30/68	Attained the Performance Standard (Low)

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my son's strengths?
- What can we do at school and at home to reinforce those strengths?
- In what areas does my son need additional work?
- What can we do at school and at home to provide opportunities and experiences for him to improve?
- What opportunities does my son receive as part of his daily instruction that relate to what was assessed?

The following pages of this report describe the assessments administered at this grade; provide details on your son's performance on those assessments; and show your son's responses to the assessment questions that are being released to the public. (You may obtain the released questions at **www.mi.gov/mi-access**.) We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

GENERAL INFORMATION ABOUT THE MI-ACCESS SUPPORTED INDEPENDENCE ASSESSMENTS

The MI-Access Supported Independence assessments cover three content areas: English language arts (ELA) and mathematics in grades 3-8 and science in grades 5 and 8. They use two types of item (or question) formats: activity-based observation, where students are observed while they take part in a familiar classroom activity or routine; and (2) selected response, where students are read a question and asked to select the correct response from three picture answer choices. To the maximum extent possible, the items—regardless of their format—reflect the real-world contexts of daily living, community experience, and/or employment.

During the assessment, each student is simultaneously and independently observed and scored by two people: a Primary Assessment Administrator (PAA) and a Shadow Assessment Administrator (SAA). As shown in the scoring rubric below, a student may receive a score point (1 or 2) or a condition code (A, B, or C). The scoring rubric is based on the student responding correctly and takes into consideration the amount of assistance required to engage the student in the item. The PAA and SAA scores are added together to calculate earned points for each item; then, the earned points are added together to obtain a total assessment score. (Condition codes, multiple marks, and omitted scores count as zeros when calculating earned points.)

D

MI-Access Supported Independence Scoring Rubric

Score Point/ Condition Code	Description
2	Responds correctly with no assessment administrator assistance
1	Responds correctly after assessment administrator provides verbal/physical cues
A	Incorrect response
B	Resists/Refuses
C	Assessment administrator provides hand-over-hand assistance and/or step-by-step directions

ENGLISH LANGUAGE ARTS

The MI-Access Supported Independence ELA Assessment has two components: Accessing Information, which includes word study and comprehension; and Expressing Ideas. In the Accessing Information portion of the ELA assessment, students are asked to (1) identify familiar words using print, pictures, and/or objects; and (2) demonstrate their understanding of and/or respond to various forms of information, such as following verbal or written directions, or answering questions from narrative or informational text.

In the Expressing Ideas portion of the ELA assessment, students are asked to express their thoughts about various topics, such as academic subjects, self-advocacy, and effective communication. Students can use one or a combination of response modes to express themselves, including writing, drawing, speaking, or gesturing.

The scores for word study (see A) and comprehension (see B) are added together to obtain a total score for Accessing Information (see C). Then, the Accessing Information score is added to the Expressing Ideas score (see D) to obtain an overall score, or total earned points, for ELA (see E). The table on the right shows your son's ELA scores.

E

ELA RESULTS By Assessment Component

	Earned/ Points Possible	
ACCESSING INFORMATION (AI)	26/32	C
WORD STUDY	12/12	A
COMPREHENSION	14/20	B
EXPRESSING IDEAS (EI)	4/28	D
TOTAL (AI + EI)	30/60	E

MATHEMATICS

The MI-Access Supported Independence Mathematics Assessment focuses on five mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), Numbers and Operations (see D), and Algebra (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for mathematics (see F). The table on the right shows your son's mathematics scores.

F

MATHEMATICS RESULTS by Assessment Strand

	Earned/ Points Possible	
DATA AND PROBABILITY	8/12	A
GEOMETRY	0/8	B
MEASUREMENT	2/16	C
NUMBERS AND OPERATIONS	20/20	D
ALGEBRA	0/4	E
TOTAL	30/60	F

SCIENCE

The MI-Access Supported Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall scores, or total earned points, for science (see F). Table on the right shows your son's science scores.

G

SCIENCE RESULTS by Assessment Strand

	Earned/ Points Possible	
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	4/4	A
REFLECTING ON SCIENTIFIC KNOWLEDGE	4/4	B
USING LIFE SCIENCE KNOWLEDGE	22/28	C
USING PHYSICAL SCIENCE KNOWLEDGE	0/12	D
USING EARTH SCIENCE KNOWLEDGE	0/20	E
TOTAL	30/68	F

RELEASED ITEM ANALYSIS

The remainder of this report contains your son's individual item analysis for released assessment items. The analysis includes the released item; the EGLCE or EB assessed by that item; the scores your son received from the PAA and SAA; the scoring focus, which links the item directly to the EGLCE or EB that is being assessed and describes what the assessment administrators were looking for while administering the item; and the total points your son earned out of the total points possible. If you would like to learn more about MI-Access, go to **www.mi.gov/mi-access** or **www.mi-access.info**.

H

RELEASED ITEM ANALYSIS FOR KOLTON TRAINOR

ELA Released Item Analysis

Accessing Information: Word Study
Released Item Number: R1 | **EGLCE:** R.WS.m7.SI.EG03a | **PAA:** 2 | **SAA:** 2 | **Earned/Possible Points:** 4/4
Activity: The student will recognize at least 3 personal words/pieces of information, such as name, address, or phone number, from a set of 3 related and 3 unrelated choices during small group instructional activities.
Scoring Focus: Identifying personally meaningful words

Accessing Information: Comprehension
Released Item Number: R2 | **EGLCE:** R.NT.m7.SI.EG04a | **PAA:** 2 | **SAA:** 2 | **Earned/Possible Points:** 4/4
Activity: The student will correctly identify 2 factual elements (when given a selection of 2 factual and 2 fictional elements) from a na rrative story during a leisure reading activity.
Scoring Focus: Understanding what makes a story fact or fiction

Expressing Ideas
Released Item Number: R3 | **EGLCE:** S.CN.m7.SI.EG01a | **PAA:** B | **SAA:** B | **Earned/Possible Points:** 0/4
Activity: The student will correctly use 2 common courtesy words and/or phrases, such as "please," "thank you," or "you're welcome," whil e working with peers during the completion of a classroom job/vocational task.
Scoring Focus: Using language to communicate effectively for different purposes

Released Item Number: R4 | **EGLCE:** W.PR.m7.SI.EG04a | **PAA:** B | **SAA:** A | **Earned/Possible Points:** 0/4
Activity: The student will write or dictate a sentence to express ideas about a piece of artwork, such as a painting or drawing project, during an instructional writing assignment.
Scoring Focus: Writing sentences to express ideas

Mathematics Released Item Analysis

NUMBERS AND OPERATIONS
Released Item Number: R1 | **EGLCE:** N.ME.m6.SI.EG06b | **PAA:** 2 | **SAA:** 2 | **Earned/Possible Points:** 4/4
Activity: The student will correctly select the appropriate number of 3 ingredients necessary to complete a familiar food preparation act ivity. For example, the student could be shown bread, cheese slices, and lunch meat and then asked, "Show me how much we need to make 2 sandwiches."
Scoring Focus: Selecting appropriate numbers in order to solve problems

DATA AND PROBABILITY
Released Item Number: R2 | **EGLCE:** D.RE.m7.SI.EG01d | **PAA:** 2 | **SAA:** 2 | **Earned/Possible Points:** 4/4
Activity: The student will correctly locate 3 significant dates (e.g., birthdays, holidays, vacations, etc.) on a calendar, by indicating the month and day of the event. For example, the student could be directed to, "Find Thanksgiving, your birthday, and the first day of wi nter break on the calendar."
Scoring Focus: Using a calendar to locate significant dates

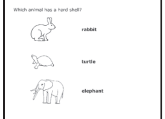
MEASUREMENT
Released Item Number: R3 | **EGLCE:** M.UN.m6.SI.EG01g | **PAA:** A | **SAA:** A | **Earned/Possible Points:** 0/4
Activity: The student will correctly identify a preferred, age-appropriate leisure/recreation item costing $10 or less and plan how to acquire it by making or dictating a list containing at least 3 steps. The plan must involve the student determining whether or not he/she has enough money to purchase the item. For example, the student could be asked, "Tell me something fun you would like to buy. Do you have enough money to buy it?"
Scoring Focus: Determining if he/she has enough money for a purchase

DATA AND PROBABILITY
Released Item Number: R4 | **EGLCE:** D.RE.m7.SI.EG01g | **PAA:** B | **SAA:** B | **Earned/Possible Points:** 0/4
Activity: The student will correctly complete a task with 10 objects requiring knowledge of 1:1 correspondence, such as a packaging or collating activity. For example, the student could be shown 10 boxes and 20 packages of cookies and then directed to, "Put one package of cookies in each box."
Scoring Focus: Demonstrating knowledge of 1:1 correspondence

H

Science Released Item Analysis

USING LIFE SCIENCE KNOWLEDGE
Released Item No.: R1
PAA: 2 | **SAA:** 2
EB: L.OR.SI.EB.III.2.e.1ADDm
Earned/Possible Points: 4/4



Scoring Focus:
Identify observable characteristics of animals

USING PHYSICAL SCIENCE KNOWLEDGE
Released Item No.: R2
PAA: B | **SAA:** C
EB: P.WV.SI.EB.IV.4.m.3a
Earned/Possible Points: 0/4

Scoring Focus:
Identify light sources

USING EARTH SCIENCE KNOWLEDGE
Released Item No.: R3
PAA: A | **SAA:** B
EB: E.AW.SI.EB.V.3.m.3a
Earned/Possible Points: 0/4

Scoring Focus:
Identify and/or use weather information about water from a variety of sources

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access P/SI: Comprehensive Reports (District and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since *District Comprehensive Reports* are not provided for P/SI, only the *ISD Comprehensive Report* is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools, or for ISD reports the districts, by which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

ISD COMPREHENSIVE REPORT

Supported Independence

Grade 5 (A)

Fall 2007

MI Access Michigan's Alternate Assessment Program

ISD Name: **Demo ISD**
ISD Code: **99** (B)

	English Language Arts					Mathematics					Science				
	Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %	Students Assessed	Mean Earned Points	Emerging # and %	Attained # and %	Surpassed # and %
Demo District A (99997)	183	30	99 54.1%	48 26.2%	36 19.7%	183	30	75 41.0%	69 37.7%	39 21.3%	183	30	99 47.8%	48 23.2%	60 29.0%
Demo District B (99990)	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Demo District D (99996)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Demo District E (99991)	10	21	8 80.0%	0 0.0%	2 20.0%	10	27	4 40.0%	3 30.0%	3 30.0%	10	27	6 60.0%	2 20.0%	2 20.0%
MIA Demo District (99995)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

(C) (D) (E)

* < 10 students assessed † No students assessed

Page 1 of 1

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access P/SI: Student Labels

Labels are included in School Results Folders for every student who participated in the MI-Access P/SI ELA, Mathematics, and/or Science Assessments. They include the following information:

Section A shows the assessment (Participation or Supported Independence), the assessment grade, and the year the assessment was administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's total earned points out of the total points possible (for each content area in which he/she was assessed) and his/her corresponding performance level (either Surpassed, Attained, or Emerging Toward the Performance Standard).

Sample student labels are provided on the right.

MICHIGAN Department of Education

Participation
Grade 7 (A)
Fall 2007

MI Access Michigan's Alternate Assessment Program

Student Name: **ARBOGAST, NATHALIE**
Teacher: Demo Teacher
School: Demo School (09995) (B)
District: MIA Demo District (99995)
State UIC: 100317 Date of Birth: 01/20/1994
Student ID: Gender: F

(C)	Earned/Possible	Perf. Level	Perf. Level Change
ELA	30/60	Attained	
Mathematics	30/60	Attained	

MICHIGAN Department of Education

Supported Independence
Grade 5 (A)
Fall 2007

MI Access Michigan's Alternate Assessment Program

Student Name: **WOOLLEY, DAPHNE**
Teacher: Demo Teacher
School: Demo School (09995) (B)
District: MIA Demo District (99995)
State UIC: 100321 Date of Birth: 01/20/1996
Student ID: Gender: F

(C)	Earned/Possible	Perf. Level	Perf. Level Change
ELA	30/60	Emerging	
Mathematics	30/60	Attained	
Science	30/68	Emerging	

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-ACCESS FUNCTIONAL INDEPENDENCE

SECTION 8 — MI-ACCESS FUNCTIONAL INDEPENDENCE: ASSESSMENT DESIGN

To understand how students taking part in MI-Access Functional Independence are scored, it is important to first understand how the assessments are designed.

English Language Arts

The MI-Access Functional Independence English Language Arts (ELA) Assessment has two components: (1) Accessing Print, which includes word recognition and text comprehension; and (2) Expressing Ideas.

Accessing Print: Word Recognition

The Accessing Print: Word Recognition portion of the ELA assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the student population being assessed.

Depending on their grade, students are either asked to examine a picture and select a printed word that matches the picture (grade 3) or to select a word that correctly completes a sentence (grades 4 through 8 and 11). Students have three words from which to choose. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected. Students can earn a maximum of twenty points for this portion of the assessment.

Accessing Print: Text Comprehension

In the Accessing Print: Text Comprehension portion of the assessment, students read or listen to three types of passages—narrative, expository, and functional. These passages consist of content and vocabulary that are appropriate for the students being assessed.

Each text comprehension passage is followed by seven multiple-choice questions, each with three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she

selected. Students can earn a maximum of twenty-one points for this portion of the assessment.

Expressing Ideas

In the Expressing Ideas component of the ELA assessment, students are asked to respond to prompts by "expressing ideas" related to practical, real-world situations. The prompts have been developed to accommodate various response modes, which means that students may write, draw, or use a combination of the two response modes, to express themselves. Students may also dictate their responses if dictation is indicated as a necessary assessment accommodation in their IEP.

Student responses are evaluated through a four-point rubric that measures topic focus, organization, and the use of language and visual conventions. Students can earn a maximum of four points for this component of the assessment.

Mathematics

The MI-Access Functional Independence Mathematics Assessment focuses on four mathematics areas or strands: (1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. Grade 8 assessments also include Algebra, and grade 11 assessments also include Algebra and Patterns and Relationships. These areas, or strands, reflect a complexity level that is appropriate for the students being assessed.

Each mathematics question is followed by three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected.

The number of points a student can earn on this assessment varies by grade. Students in grades 3, 4, and 5 can earn a maximum of 30 points; students in grades 6, 7, and 8 can earn a maximum

of 35 points; and students in grade 11 can earn a maximum of 40 points.

Science

The MI-Access Functional Independence Science Assessment focuses on five science areas or strands: (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge. These areas, or strands, reflect a complexity level that is appropriate for the students being assessed.

Each science question is followed by three answer choices. During the assessment, the assessment administrator indicates on the student's answer document which answer choice (A, B, or C) he/she selected.

The number of points a student can earn on this assessment varies by grade. Students in grades 3, 4, and 5 can earn a maximum of 35 points; students in grades 6, 7, and 8 can earn a maximum of 40 points; and students in grade 11 can earn a maximum of 45 points.

Core and Embedded Items

Each year, a number of Functional Independence ELA, mathematics, and science items are released to the public. Therefore, to replenish the item bank, the assessments contain some embedded (or field test) items to replace them. Students' reported scores include only the core items; the embedded items are scored, but used only for internal data review purposes. The items that are released are compiled into booklets and posted on the MI-Access Web page (**www.mi.gov/mi-access**). Results for released items are provided in *Individual Student Reports, Item Analysis Reports*, and *Parent Reports*.

SECTION 9 — MI-ACCESS FUNCTIONAL INDEPENDENCE: SCORING

For the Functional Independence assessments, students earn one point for each correct answer, except on the Expressing Ideas portion of the ELA assessment where they can earn up to 4 points for their prompt response. The scores for each item are added together to determine the student's total earned points for the assessment. In addition to earned points, students receive a scale score and are assigned a performance level, which adds meaning to their score.

Performance Levels

There are three performance levels a student can achieve on the MI-Access Functional Independence Assessments: (1) Surpassed the Performance Standard, (2) Attained the Performance Standard, or (3) Emerging Toward the Performance Standard. The charts in Appendix C describe, in detail, what students need to do to achieve each of the three levels for ELA and mathematics. The Performance Level Descriptors (PLDs) for science were under development when the handbook was published and, therefore, will be posted on the MI-Access Web page (**www.mi.gov/mi-access**) and at the MI-Access Information Center (**www.mi-access.info**).

Performance Standard Setting

To determine what it means to Surpass, Attain, or Emerge Toward the Performance Standard, the OEAA involved stakeholders—such as classroom teachers (special and general education), administrators, parents, special education directors, school psychologists, and related services providers—in intensive standard-setting processes. The processes were conducted by Questar—the MI-Access contractor—and involved volunteers who were nominated by their school districts and selected by the OEAA to participate. The participants were divided into panels by content area and grade spans and met over the course of two days.

The standard-setting process worked as follows.

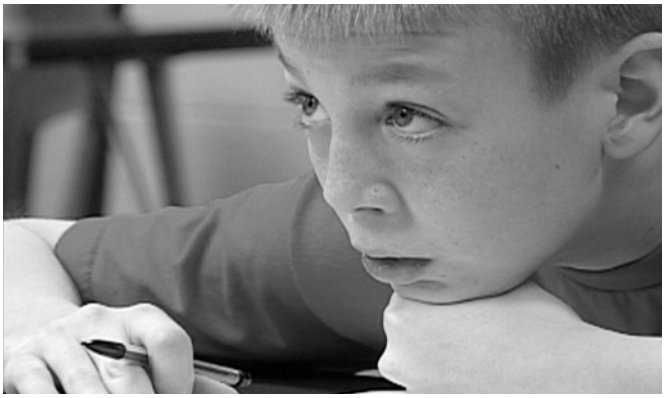
- The full group heard a presentation on the various components of the Functional Independence assessments.
- The group also discussed (1) how the score points from the MI-Access assessments would translate into score reports, (2) the terminology that was selected to describe the three levels of student performance, (3) and how the standard-setting process would work.

Functional Independence

- The full group was divided into panels, each of which was asked to add more concrete meaning to the performance levels by developing detailed descriptors. Panel members were also asked to make an initial, independent judgment about cut scores (or, in other words, where the lines should be drawn between the minimum number of points needed to Surpass or Attain the Performance Standard).
- During the second day, panelists discussed their initial judgments with their peers, internalized the feedback, and were informed about the difficulty of each assessment item. Panelists were able to use that information, if desired, in making a second round of judgments.
- After the second round, the panelists discussed their judgments again. They also reviewed performance data to see roughly how many students would fall into each performance category if their second-round judgments were adopted.
- Once the data were presented and discussed, the panelists made a final round of judgments to (1) increase the reliability of the judgments, (2) increase panelists' confidence in their determinations, and (3) encourage a convergence of ideas regarding appropriate cut scores. The judgments made during the final round were considered to be the panelists' recommendations to the OEAA.

At the end of the standard-setting sessions, Questar took the judgments of each panelist and calculated descriptive statistics—such as the mean, the median, and standard errors—for the cut scores recommended for each grade span and content-area assessment.

After the statistics were calculated, the TAC reviewed the standard-setting process to ensure that the proper procedures were followed; the OEAA reviewed and synthesized the data; cut score recommendations were made to the state Superintendent of Public Instruction and the SBE; and the cut scores were approved by the SBE.



Performance Level Change

In addition to receiving a scale score and a performance level, information will be provided on (1) where a student's scale score fell *within* the performance level (at the high, middle, or low end); and (2) how his/her performance level changed from one year to the next. Table 9 (below) shows how performance level change is determined.

TABLE 9 MI-Access Performance Level Change—Summary

Fall 2006 Achievement		Fall 2007 Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	N	I	I	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI
	High	D	D	N	I	I	SI	SI	SI
Attained	Low	SD	D	D	N	I	I	SI	SI
	High	SD	SD	D	D	N	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	D	D	N

SI = Significant Improvement, I = Improvement, N = No Change, D = Decline, and SD = Significant Decline

SECTION 10 — MI-ACCESS FUNCTIONAL INDEPENDENCE REPORTS: CONTENTS, DISTRIBUTION, AND NCLB

Contents and Distribution

IDEA 1997 and its 2004 reauthorization require states to report alternate assessment data in the same frequency and manner as general assessment data. Therefore, MI-Access results are reported similar to the MEAP/MME results. Using the assessment data provided by districts, the MI-Access contractor produces a variety of reports and provides them in hard copy form and/or online. (See Table 10.)

District, School, and Class Reports

Hard copies of district, school, and class reports are provided in results folders, all of which are arranged the same way. A generic Table of Contents is printed on the front, listing the full range of reports that *could* be contained in the folder. Then, a more detailed Table of Contents appears inside the folder listing the reports that were actually generated using data specific to each district, school, and class. The folders contain one copy of each report listed in the detailed Table of Contents.

The results folders are shipped by the MI-Access contractor either to the District Superintendent or to the District MI-Access Coordinator, depending on the option chosen by the district. That person is responsible for (1) keeping the district's results, and (2) disseminating the School and Class Results Folders to School MI-Access Coordinators.

TABLE 10 MI-Access Functional Independence Reports	State Results Online	District Results Folder	School Results Folder	Class Results Folder	Online Only
Summary Reports	X	X	X		
Demographic Reports	X	X	X		
Item Analysis Reports	X	X	X		
Rosters		X	X	X	
Individual Student Reports				X	
Student Labels			X		
Parent Reports			X		
District Comprehensive Report		X			
ISD Comprehensive Report					X

Electronic copies of district, school, and class reports are also available online at the OEAA Secure Site (**www.mi.gov/oeaa-secure**), and *District Summary Reports* are available at **www.mi.gov/mi-access** and **www.mi-access.info**.

State and Intermediate School District (ISD) Reports

State and ISD reports are available only online. They can be accessed at the OEAA Secure Site (**www.mi.gov/oeaa-secure**), on the MI-Access Web page (**www.mi-gov/mi-access**) under "State Assessment Reports for Students with Disabilities," and/or at the MI-Access Information Center (**www.mi-access.info**) under "MI-Access Results."

ELA Expressing Ideas Prompt Responses

In addition to reports, the state will provide each district with a CD-ROM containing student responses to the released MI-Access Functional Independence ELA Expressing Ideas prompt. These responses can be used for data analysis purposes and to inform curriculum and instruction.

Reproducing MI-Access Reports

All MI-Access reports may be reproduced for internal personnel development and school improvement activities. However, reports containing individual student names should not be made available to the media or to the general public without parental approval.

No Child Left Behind (NCLB)

One way that MI-Access reports are used by schools, districts, and the state is to meet NCLB assessment reporting requirements. There are two sets of assessment reporting data that NCLB requires: (1) participation rates, and (2) the percent of student scores that are "proficient," which is used, along with other indicators, to calculate Adequate Yearly Progress (AYP). To verify participation rates, schools and districts use rosters and/or summary reports, whereas only rosters can be used to verify AYP calculations.

For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard." (For more information on NCLB, go to **www.mi.gov/mde**.)

SECTION 11 — MI-ACCESS FUNCTIONAL INDEPENDENCE: SAMPLE REPORTS

This section of the handbook includes a written description of each MI-Access Functional Independence report, accompanied by a sample. (To see sample reports for MI-Access P/SI, go to page 22.) Please note that the sole purpose of sample reports is to show where various components of assessment data will appear.

MI-Access Functional Independence: Individual Student Reports for English Language Arts

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence English Language Arts (ELA) Assessment. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's answer document and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D provides the student's total score for the Accessing Print component of the ELA assessment, as well as his/her scores for word recognition, text comprehension, and each core text comprehension passage.

Section E shows the student's score for the Expressing Ideas component of the ELA assessment. The score will either be a number (1-4) or a letter (A-D) indicating the reason why the response was not scored.

Section F shows the student's total score for ELA (Accessing Print plus Expressing Ideas).

Section G is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct. For Expressing Ideas, one or more comment codes appear in the response column. These codes are intended to elaborate on why the student received his/her numerical score.

Section H provides keys for Accessing Print and Expressing Ideas.

Functional Independence

The back page of the report includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) descriptions of the Expressing Ideas condition and comment codes. A sample report (front) is provided below.

INDIVIDUAL STUDENT REPORT

Functional Independence - English Language Arts
Grade 3
Fall 2007 (A)

District Name: **MIA Demo District**
District Code: **99995**

(B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995**

(C)

Student Name: **CURIEL, KAYA**
State UIC: 100101
Gender: F
English Language Learner: N
Accommodations: Word Processed
Date of Birth: 1/20/1998
Ethnicity: Hispanic
Formerly LEP: N
District Student ID:
SpecEd: N

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 32/45
Scale Score: 2309
Performance Level 2007: Attained the Performance Standard (High)
Performance Level 2006: Not applicable
Performance Level Change: Not applicable

Student Performance by Assessment Component	Earned/ Points Possible
ACCESSING PRINT (AP) (D)	30/41
PART 1 - WORD RECOGNITION	20/20
PART 2 - TEXT COMPREHENSION	10/21
Informational Passage	7/7
Narrative Passage	0/7
Functional Passage	3/7
	Score (out of 4) or Condition Code
EXPRESSING IDEAS (EI) (E)	2/4
TOTAL (AP + EI) (F)	32/45

Individual Item Analysis for Released Items

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Response
	ACCESSING PRINT		
	PART 1 - WORD RECOGNITION		
R.WS.02.FI.EG05	Recognize frequently encountered words	R1	+B
R.WS.02.FI.EG05	Recognize frequently encountered words	R2	+C
R.WS.02.FI.EG05	Recognize frequently encountered words	R3	+C
R.WS.02.FI.EG05	Recognize frequently encountered words (G)	R4	+C
	PART 2 - TEXT COMPREHENSION		
	Functional Passage		
R.CM.02.FI.EG03	Identify main ideas and details	R5	+B
R.CM.02.FI.EG03	Identify main ideas and details	R6	+C
R.CM.02.FI.EG03	Identify main ideas and details	R7	+A
R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	R8	
R.CM.02.FI.EG03	Identify main ideas and details	R9	
R.CM.02.FI.EG03	Identify main ideas and details	R10	
R.CM.02.FI.EG02	Make inferences, predictions, and conclusions	R11	M
	EXPRESSING IDEAS		Comment Code (if applicable)
W.GN.02.FI.EG01	Write/draw personal narrative	R12	9,10,11,12

Accessing Print Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

(H)

Expressing Ideas Key:
Score = 1, 2, 3, 4; Condition Code = A, B, C, D; Comment Code = 1 - 16

Note: See reverse for additional information

Page 1 of 1

MI-Access Functional Independence: Individual Student Reports for Mathematics

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence Mathematics Assessment. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's answer document and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to (1) Data and Probability, (2) Geometry, (3) Measurement, and (4) Numbers and Operations. (For grade 8 there is also a row for questions that relate to Algebra, and for grade 11 there are rows for questions related to Algebra and Patterns and Relationships.)

Section E shows the student's total score for mathematics.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

Functional Independence - Mathematics

Grade 4 (A)

Fall 2007

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Student Name: **BURKHARDT, EFRAIN**
State UIC: 100102 Date of Birth: 1/20/1997 District Student ID:
Gender: M Ethnicity: American Indian or Alaskan Native
English Language Learner: Y Formerly LEP: N SpecEd: N
Accommodations: Reader, Audio, Braille, Calculator

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 30/30
Scale Score: 2472
Performance Level 2007: Surpassed the Performance Standard (High)
Performance Level 2006: Surpassed the Performance Standard (High)
Performance Level Change: No Change

Student Performance by Assessment Strand	Earned/ Points Possible
DATA AND PROBABILITY	2/2
GEOMETRY (D)	4/4
MEASUREMENT	8/8
NUMBERS AND OPERATIONS	16/16
TOTAL (E)	30/30

Individual Item Analysis for Released Items

EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Response
	GEOMETRY		
G.LO.03.FI.EG02	Use relative position of objects on a plane and in space	R3	+C
G.SR.03.FI.EG04	Predict the next element in a simple geometric pattern	R1	+A
	DATA AND PROBABILITY		
D.RE.03.FI.EG02	Read pictographs	R4	+B
	NUMBERS AND OPERATIONS (F)		
N.FL.03.FI.EG16	Calculate sums and differences	R10	+B
N.ME.03.FI.EG02	Recognize representations for whole numbers to 100	R5	+C
N.MR.03.FI.EG09	Create, describe, and extend number patterns	R2	+B
	MEASUREMENT		
M.PS.03.FI.EG06	Solve measurement word problems	R7	+C
M.UN.03.FI.EG05	Tell time on a clock to the hour	R6	+B
M.UN.03.FI.EG07	Identify different denominations of coins and bills	R9	+B
M.UN.03.FI.EG08	Match denominations coins/bills	R8	+A

Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

Page 1 of 1

Functional Independence

MI-Access Functional Independence: Individual Student Reports for Science

An *Individual Student Report* is provided for every student who takes part in the MI-Access Functional Independence Science Assessment. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, and provides basic demographic information about the student, which was obtained from the student's answer document and the state's Single Record Student Database (SRSD).

Section C shows the teacher name, school name, and school code. It also provides the student's performance summary, including his/her earned points; the total points possible; his/her scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section D shows the student's score for questions that relate to (1) Constructing New Scientific Knowledge, (2) Reflecting on Scientific Knowledge, (3) Using Life Science Knowledge, (4) Using Physical Science Knowledge, and (5) Using Earth Science Knowledge.

Section E shows the student's total score for science.

Section F is the student's individual item analysis for the released assessment items. The analysis includes the EB assessed in that item; an abbreviated description of the EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates that the answer choice was correct.

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

Functional Independence

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

Functional Independence - Science
Grade 5 (A)
Fall 2007

MI Access
Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Student Name: **BRISTOL, JIMENA**
State UIC: 100103
Date of Birth: 1/20/1996
District Student ID:
Gender: F
Ethnicity: Black, Not of Hispanic Origin
English Language Learner: Y
Formerly LEP: N
SpecEd: N
Accommodations: Audio, Enlarged Print, Calculator

STUDENT PERFORMANCE SUMMARY
Earned/Points Possible: 30/35
Scale Score: 2587
Performance Level: Surpassed the Performance Standard (High)

Student Performance by Assessment Strand

	Earned/ Points Possible
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	2/2
REFLECTING ON SCIENTIFIC KNOWLEDGE	1/2
USING LIFE SCIENCE KNOWLEDGE (D)	13/13
USING PHYSICAL SCIENCE KNOWLEDGE	12/12
USING EARTH SCIENCE KNOWLEDGE	2/6
TOTAL (E)	30/35

Individual Item Analysis for Released Items

EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Response
	USING LIFE SCIENCE KNOWLEDGE		
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	R2	+C
L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms	R1	+C
	USING PHYSICAL SCIENCE KNOWLEDGE (F)		
P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort	R3	+A
P.WV.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties	R4	+B
	USING EARTH SCIENCE KNOWLEDGE		
E.AW.FI.EB.V.3.e.1a	Identify and/or describe weather conditions	R6	M
E.GE.FI.EB.V.1.e.3a	Identify and/or describe changes in the earth's surface	R5	+C

Key:
Correct = +; Response = A, B, C; Multiple marks = M; Omitted = Blank

Note: See reverse for additional information

Page 1 of 1

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

Functional Independence

MI-Access Functional Independence: Rosters (Class, School, District)

The MI-Access Functional Independence rosters for classes, schools, and districts are identical in format. For that reason, only *Class Rosters*—one for ELA, one for mathematics, and one for science—are included in the handbook. The reports include the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code, the total number of students assessed, and the mean scale score.

Section C indicates the classroom teacher's name, the school name, and the school code.

Section D lists alphabetically the students who took part in the assessment. It also shows each student's state Unique Identification Code and date of birth.

Section E shows the student's scale score; his/her performance level for the current year; and, if applicable, his/her performance level for the previous year along with his/her performance level change.

Section F shows the student's scores by assessment component (for ELA) or by strand (for mathematics and science); the total points possible for that component or strand; the number of questions the student answered correctly for each EGLCE or EB assessed; and the number of points possible (at the top of the column in parentheses) for each EGLCE or EB assessed.

Section G shows the student's total earned points for the assessment.

Section H provides more detailed information about the report.

The back page of the reports includes (1) the performance levels students can achieve, (2) the scale score range that corresponds to each performance level, and (3) on the ELA roster, descriptions of the Expressing Ideas condition and comment codes. Sample reports (front) are provided on the opposite page.

Functional Independence

MICHIGAN Department of Education

CLASS ROSTER
Functional Independence - English Language Arts
Grade 6
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Number of Students Assessed: **3** Mean Scale Score: **2622**

(D) Student Information	(E) 2007 Scale Score	2007 Performance Level	2006 Performance Level	Performance Level Change	Accessing Print: Word Recognition: R.WS.05.FI.EG03	Word Recognition Total (out of 20)	Accessing Print: Text Comprehension: Informational Passage: R.CN.05.FI.EG01	R.CN.05.FI.EG02	R.IT.05.FI.EG02	R.IT.05.FI.EG03	Narrative Passage: R.WS.05.FI.EG07	Passage Total (out of 7)	Informational Passage: R.CN.05.FI.EG01	R.CN.05.FI.EG02	R.NT.05.FI.EG03	Narrative Passage Total (out of 7)	Functional Passage: R.CN.05.FI.EG01	R.CN.05.FI.EG02	Passage Total (out of 7)	Text Comprehension Total (out of 21)	Accessing Print Total (out of 41)	Expressing Ideas: W.GN.05.FI.EG01†	Comment Code †† if applicable	Expressing Ideas Total† (out of 4)	(G) Earned Points Total (out of 45)
(No. of Items per EGLCE)						(20)	(1)	(2)	(1)	(1)	(2)		(1)	(3)	(2)	(1)	(2)	(5)							
BODE, BEN UIC: 100104 DOB: 1/20/1995	2621	S-L	S-M	D	20	20	0	0	0	0	0	0	1	3	2	1	7	0	3	3	10	30	1	*13, 14, 15, 16*	1	31
QUIMBY, RONNIE UIC: 100116 DOB: 1/20/1995	2621	S-L	S-M	D	20	20	0	0	0	0	0	0	1	3	2	1	7	0	3	3	10	30	1	*13, 14, 15, 16*	1	31
VANPELT, MEKHI UIC: 100110 DOB: 1/20/1995	2625	S-M	S-H	D	20	20	0	0	0	0	0	0	1	3	2	1	7	0	3	3	10	30	3	*5, 6, 7, 8*	3	33

Note: See reverse for additional information
NA=Not applicable NM=No matching student

† Score = 1, 2, 3, 4 or Condition Code = A, B,
†† Comment Code = *1 - 16* (not included in t

(H) Page 1 of 1

MICHIGAN Department of Education

CLASS ROSTER
Functional Independence - Mathematics
Grade 7
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Number of Students Assessed: **3** Mean Scale Score: **2735**

(D) Student Information	(E) 2007 Scale Score	2007 Performance Level	2006 Performance Level	Performance Level Change	Data and Probability: D.RE.06.FI.EG01	D.RE.06.FI.EG04	Data and Probability Total (out of 3)	Geometry: G.LO.06.FI.EG01	G.LO.06.FI.EG02	G.LO.06.FI.EG03	Geometry Total (out of 3)	Measurement: M.PS.06.FI.EG11	M.PS.06.FI.EG12	M.LN.06.FI.EG01	M.LN.06.FI.EG02	M.LN.06.FI.EG03	M.LN.06.FI.EG04	M.LN.06.FI.EG07	M.LN.06.FI.EG08	M.LN.06.FI.EG10	Measurement Total (out of 12)	Numbers and Operations: N.FL.06.FI.EG07	N.FL.06.FI.EG14	N.ME.06.FI.EG01	N.ME.06.FI.EG02	N.ME.06.FI.EG03	N.ME.06.FI.EG06	N.MR.06.FI.EG05	N.MR.06.FI.EG08	N.MR.06.FI.EG09	N.MR.06.FI.EG13	N.MR.06.FI.EG15	N.MR.06.FI.EG16	Numbers and Operations Total (out of 17)	(G) Earned Points Total (out of 35)
(No. of Items per EGLCE)					(2)	(1)		(1)	(1)	(1)		(1)	(2)	(2)	(2)	(1)	(1)	(1)	(1)	(1)		(2)	(1)	(2)	(1)	(1)	(2)	(2)	(2)	(1)	(1)	(2)	(1)		
BACKUS, KAILA UIC: 100105 DOB: 1/20/1994	2735	S-M	S-L	I	2	1	3	1	1	1	3	0	0	2	2	1	1	1	1	0	8	2	1	2	1	1	1	2	2	1	1	1	1	16	30
PORTIS, LEXIE UIC: 100117 DOB: 1/20/1994	2735	S-M	S-H	D	2	1	3	1	1	1	3	0	0	2	2	1	1	1	1	0	8	2	1	2	1	1	1	2	2	1	1	1	1	16	30
TURNAGE, NATALY UIC: 100111 DOB: 1/20/1994	2735	S-M	S-H	D	2	1	3	1	1	1	3	0	0	2	2	1	1	1	1	0	8	2	1	2	1	1	1	2	2	1	1	1	1	16	30

Page 1 of 1

(H) Performance Level Key: S - Surpassed, A - Attained, E - Emerging, H - High, M - Middle, L - Low

MICHIGAN Department of Education

CLASS ROSTER
Participation - Science
Grade 8
Fall 2007 (A)

MI Access Michigans Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99995** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
School Code: **09995** (C)

Number of Students Assessed: **1** Mean Earned Points: **30**

(D) Student Information	(E) Performance Level	Assessment Administrator	Constructing New Scientific Knowledge: C.CN.P.EB.I.1.1.m.1a	Constructing Total (out of 6)	Reflecting on Scientific Knowledge: R.RO.P.EB.II.1.m.5a	Reflecting Total (out of 6)	Using Life Science Knowledge: L.CE.P.EB.III.1.m.1a	L.OR.P.EB.III.2.e.4ADDm	L.OR.P.EB.III.2.m.1a	L.OR.P.EB.III.2.m.1a	L.OR.P.EB.III.2.m.4a	Life Science Total (out of 30)	Using Physical Science Knowledge: P.ME.P.EB.IV.1.e.1ADDm	P.MO.P.EB.IV.3.m.1a	P.MO.P.EB.IV.3.m.1a	P.WV.P.EB.IV.4.e.1ADDm	P.WV.P.EB.IV.4.m.3a	Physical Science Total (out of 30)	Using Earth Science Knowledge: E.AW.P.EB.V.3.e.1ADDm	E.GE.P.EB.V.1.e.6ADDm	E.HY.P.EB.V.2.m.1a	Earth Science Total (out of 18)	(G) Earned Points Total (out of 90)
KARL, JAROD UIC: 100306 DOB: 1/20/1993	A	PAA	3	6	3	6	3	C	3	3	C	18	B	A	A	A	A	0	B	C	B	0	30
		SAA	3		3		3	C	3	3	A		B	C	B	C	C		B	C	C		

PAA = Primary Assessment Administrator
SAA = Shadow Assessment Administrator
Note: See reverse for additional information

Page 1 of 1

(H) Performance Level Key: S - Surpassed, A - Attained, E - Emerging

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access Functional Independence: Summary Reports (School, District, and State)

Summary reports are essentially executive summaries of student scores for the school, district, or state reported by year, grade, and content area. These reports are provided only when ten or more students in a particular grade take part in the same assessment.

Since summary reports for the state, district, and school are formatted the same way, just one—a *School Summary Report*—is included in the handbook. The content of the reports, however, varies by grade and content area. All summary reports include achievement and frequency distribution data, but reports for grades 4, 5, 6, 7, and 8 ELA and mathematics also include data on performance level change. The report shown in this handbook includes the following information.

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name and code.

Section C shows the school name and code.

Section D shows the total number of students assessed, the mean scale score, and the number and percent of students assessed that Surpassed, Attained, or are Emerging Toward the Performance Standard for a particular year. This section includes data for every year the assessment has been administered, starting in 2005.

Section E shows the number and percent of students assessed in the current year that were matched to the previous year. The number and percent are used to generate performance level change data.

Section F shows the number and percent of students by performance level change *between* performance level categories from last year to the current year. For example, in the sample report on the opposite page, 3.0 percent of students with matching data who Attained the Performance Standard in 2006, Surpassed the Performance Standard in 2007.

Section G shows the number and percent of students by performance level change *within and between* performance level categories. For example, in the sample report on the opposite page, 9.1 percent of students showed significant improvement. That means they did one of the following: They either (1) were Emerging Low last year and moved up to Attained Low or higher this year, (2) were Emerging Middle last year and moved up to Attained High or higher this year, (3) were Emerging High last year and moved up to Surpassed Low or higher this year, (4) were Attained Low last year and

moved up to Surpassed Middle this year, or (5) were Attained High last year and moved up to Surpassed High this year. (See Table 9 on page 51 for more information on how performance level change is determined.)

Section H shows the number and percent of students that earned a specific scale score in the current year (which is commonly referred to as a frequency distribution).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (front) is provided below.

MICHIGAN Department of Education

SCHOOL SUMMARY REPORT
Functional Independence - Mathematics
Grade 8
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997** (B)

School Name: **Demo School**
School Code: **09999** (C)

ACHIEVEMENT

Year	Number of Students Assessed (D)	Mean Scale Score	Number and Percent of Students					
			Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
2007	180	2797	95	52.8	30	16.7	55	30.6
2006	165	2804	80	48.5	30	18.2	55	33.3
2005	165	2804	80	48.5	30	18.2	55	33.3

(E) **Total number of students assessed in 2007 and matched to 2006: 165 (91.7%)**

PERFORMANCE LEVEL CHANGE - YEAR-TO-YEAR TRANSITIONS

Number and Percent of Students by Performance Level Change (from 2006 to 2007)			
Fall 2006	Fall 2007 (F)		
	Emerging	Attained	Surpassed
Emerging	30 (18.2%) *not gaining*	5 (3.0%) *gaining*	5 (3.0%) *gaining*
Attained	20 (12.1%) *declining*	20 (12.1%) *maintaining*	5 (3.0%) *gaining*
Surpassed	30 (18.2%) *declining*	5 (3.0%) *declining*	45 (27.3%) *maintaining*

PERFORMANCE LEVEL CHANGE - SUMMARY

Years Summarized	Students Matched		Performance Level Change (G)									
	#	%	Significant Decline #	Significant Decline %	Decline #	Decline %	No Change #	No Change %	Improvement #	Improvement %	Significant Improvement #	Significant Improvement %
2006 & 2007	165	91.7	45	27.3	10	6.1	95	57.6	0	0.0	15	9.1

FALL 2007 FREQUENCY DISTRIBUTION

Scale Score	Number and Percent of Students #	%
2898	5	2.8
2874	5	2.8
2860	5	2.8
2850	5	2.8
2844	5	2.8
2838	5	2.8
2833	5	2.8
2829	5	2.8
2825	5	2.8

Scale Score	Number and Percent of Students #	%
2821	5	2.8
2818	5	2.8
2815	5	2.8
2812	5	2.8
2809	5	2.8
2806	5	2.8
2803	5	2.8
2800	5	2.8
2797	5	2.8

(H)

Scale Score	Number and Percent of Students #	%
2795	5	2.8
2792	5	2.8
2789	5	2.8
2787	5	2.8
2784	5	2.8
2781	5	2.8
2778	5	2.8
2775	5	2.8
2772	5	2.8

Scale Score	Number and Percent of Students #	%
2768	5	2.8
2764	5	2.8
2760	5	2.8
2756	5	2.8
2750	5	2.8
2744	5	2.8
2735	5	2.8
2721	5	2.8
2697	5	2.8

* < 10 students assessed
Note: See reverse for additional information

Page 1 of 1

Functional Independence

MI-Access Functional Independence: Demographic Reports (School, District, and State)

Demographic reports provide information on the overall performance of students in a school, district, or state by reporting group. The information is obtained from student barcode labels and the state's Single Record Student Database (SRSD). Data are reported only when there are ten or more students in a particular category who participated in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Demographic Report* is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C includes the groups by which the demographic data are reported (gender, ethnicity, and additional reporting groups).

Section D shows, by content area, the total number of students assessed and the mean scale score for each group.

Section E shows, by content area, the number and percent of students within each group that achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve and the scale score range that corresponds to each performance level. A sample report (the front of pages 1 and 2) is provided on the opposite page.

Functional Independence

MICHIGAN Department of Education

DISTRICT DEMOGRAPHIC REPORT

Functional Independence
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997** (B)

	English Language Arts								Mathematics							
	Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %	Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
District																
All Students	368	2495	208	56.5	40	10.9	120	32.6	155	2492	90	58.1	20	12.9	45	29.0
Gender																
Male (C)	188	2496	105	55.9	20	10.6	63	33.5	76	2487	47	61.8	10	13.2	19	25.0
Female	180	2493	103	57.2	20	11.1	57	31.7	79	2497	43	54.4	10	12.7	26	32.9
Ethnicity																
American Indian/Alaskan Native	49	2491	30	61.2	3	6.1	16	32.7	23	2486	14	60.9	4	17.4	5	21.7
Asian/Pacific Islander	40	2496	23	57.5	4	10.0	13	32.5	18	2486	12	66.7	2	11.1	4	22.2
Black, Not of Hispanic Origin	54	2500	29	53.7	7	13.0	18	33.3	15	2480	10	66.7	3	20.0	2	13.3
Hispanic	35	2488	22	62.9	3	8.6	10	28.6	22	2495	12	54.5	3	13.6	7	31.8
White, Not of Hispanic Origin (D)	46	2502	18	39.1	7	15.2	21	45.7	24	2516	10	41.7	1	4.2	13	54.2
Multiracial	48	2495	30	62.5	2	4.2	16	33.3	15	2502	6	40.0	5	33.3	4	26.7
Other or Not Reported	96	2492	56	58.3	14	14.6	26	27.1	38	2483	26	68.4	2	5.3	10	26.3
Additional Reporting Groups																
Economically Disadvantaged: Yes	184	2494	103	56.0	19	10.3	62	33.7	74	2495	40	54.1	14	18.9	20	27.0
Economically Disadvantaged: No	184	2495	105	57.1	21	11.4	58	31.5	81	2489	50	61.7	6	7.4	25	30.9
English Language Learners: Yes	199	2496	106	53.3	20	10.1	73	36.7	66	2489	43	65.2	5	7.6	18	27.3
English Language Learners: Nc	169	2493	102	60.4	20	11.8	47	27.8	89	2494	47	52.8	15	16.9	27	30.3
Formerly Limited English Proficient	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	52	2497	33	63.5	2	3.8	17	32.7	59	2497	35	59.0	9	10.8	25	30.1
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Accommodations																
Standard - All	105	2505	52	49.5	12	11.4	41	39.0	155	2492	90	58.1	20	12.9	43	28.3
Nonstandard - All †	(*)															
Standard ELL Only	55	2504	25	45.5	7	12.7	23	41.8	66	2489	43	65.2	5	7.6	18	27.3
Nonstandard ELL Only †	(*)															

Note: See reverse for additional information

MICHIGAN Department of Education

DISTRICT DEMOGRAPHIC REPORT

Functional Independence
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997** (B)

	Science							
	Students Assessed	Mean Scale Score	Emerging #	Emerging %	Attained #	Attained %	Surpassed #	Surpassed %
District								
All Students	108	2505	54	50.0	12	11.1	42	38.9
Gender								
Male (C)	52	2505	28	53.8	5	9.6	19	36.5
Female	56	2505	26	46.4	7	12.5	23	41.1
Ethnicity								
American Indian/Alaskan Native	13	2484	8	61.5	3	23.1	2	15.4
Asian/Pacific Islander	12	2516	4	33.3	2	16.7	6	50.0
Black, Not of Hispanic Origin	17	2509	9	52.9	2	11.8	6	35.3
Hispanic	14	2507	6	42.9	1	7.1	7	50.0
White, Not of Hispanic Origin (D)	12	2507	5	41.7	1	8.3	6	50.0
Multiracial	18	2513	9	50.0	2	11.1	7	38.9
Other or Not Reported	22	2501	13	59.1	1	4.5	8	36.4
Additional Reporting Groups								
Economically Disadvantaged: Yes	61	2503	33	54.1	6	9.8	22	36.1
Economically Disadvantaged: No	47	2509	21	44.7	6	12.8	20	42.6
English Language Learners: Yes	58	2504	27	46.6	7	12.1	24	41.4
English Language Learners: Nc	50	2506	27	54.0	5	10.0	18	36.0
Formerly Limited English Proficient	*	*	*	*	*	*	*	*
Migrant	52	2497	33	63.5	2	3.8	17	32.7
Homeless	*	*	*	*	*	*	*	*
Accommodations								
Standard - All	105	2505	52	49.5	12	11.4	41	39.0
Nonstandard - All †	(*)							
Standard ELL Only	55	2504	25	45.5	7	12.7	23	41.8
Nonstandard ELL Only †	(*)							

* < 10 students assessed
† Results for these students are invalid and not reported.
() These students are not included in "All Students."

Page 2 of 2

Note: See reverse for additional information

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access Functional Independence: Item Analysis Reports for English Language Arts (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for ELA is included in the handbook. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by Accessing Print component and released item—the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

Section D shows—for the released Expressing Ideas prompt—the released item number; the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; and the number and percent of students who received each score based on a four-point rubric. It also shows the number and percent of students who received each condition code because their responses were not scorable.

Section E indicates—for the released Expressing Ideas prompt—the number and percent of students who received each comment code.

The back page of the report includes descriptions of the Expressing Ideas condition and comment codes. A sample report (front) is provided below.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT

Functional Independence - English Language Arts

Grade 4

Fall 2007

Released Items Only

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997**

Number of Students Assessed: **368**

ACCESSING PRINT

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	PART 1 - WORD RECOGNITION											
R.WS.03.FI.EG05	Recognize frequently encountered words	R1	328	89.1+	9	2.4	7	1.9	12	3.3	12	3.3
R.WS.03.FI.EG05	Recognize frequently encountered words	R2	312	84.8+	11	3.0	15	4.1	15	4.1	15	4.1
R.WS.03.FI.EG05	Recognize frequently encountered words	R3	17	4.6	22	6.0	272	73.9+	27	7.3	30	8.2
R.WS.03.FI.EG05	Recognize frequently encountered words	R4	240	65.2+	25	6.8	33	9.0	36	9.8	34	9.2
	PART 2 - TEXT COMPREHENSION											
	Functional Passage											
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	R5	88	23.9+	69	18.8	73	19.8	70	19.0	68	18.5
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	R6	93	25.3	80	21.7+	74	20.1	57	15.5	64	17.4
R.IT.03.FI.EG02	Identify Informational text patterns	R7	74	20.1	72	19.6+	95	25.8	65	17.7	62	16.8
R.IT.03.FI.EG02	Identify Informational text patterns	R8	64	17.4+	70	19.0	77	20.9	85	23.1	72	19.6
R.IT.03.FI.EG02	Identify Informational text patterns	R9	63	17.1	81	22.0	56	15.2+	78	21.2	90	24.5
R.CM.03.FI.EG01	Make inferences, predictions, and conclusions	R10	81	22.0	76	20.7	48	13.0+	76	20.7	87	23.6
R.CM.03.FI.EG02	Identify main ideas and details	R11	40	10.9+	77	20.9	84	22.8	86	23.4	81	22.0

EXPRESSING IDEAS

Released Item Number	EGLCE Code	Abbreviated EGLCE Descriptor	Number and Percent of Students at Each Score Based on a 4-point Rubric								Number and Percent of Students Receiving Condition Codes							
			4		3		2		1		A		B		C		D	
R12	W.GN.03.FI.EG01	Write/draw personal narrative	8	2.2	8	2.2	8	2.2	8	2.2	0	0.0	0	0.0	0	0.0	336	91.3

Number and Percent of Students Receiving Comment Codes																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2	8 2.2

Note: See reverse for additional information

Page 1 of 1

Correct Response: +

MI-Access Functional Independence: Item Analysis Reports for Mathematics (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for mathematics is included in the handbook. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by strand and released item—the code for the EGLCE or EB assessed; an abbreviated description of the EGLCE or EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Mathematics

Grade 6

Fall 2007

Released Items Only

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997**

Number of Students Assessed: **180**

EGLCE Code	STRAND or Abbreviated EGLCE Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	GEOMETRY											
G.GS.05.FI.EG01	Identify, describe, and compare two-dimensional shapes	R3	135	75.0+	16	8.9	8	4.4	7	3.9	14	7.8
	DATA AND PROBABILITY											
D.RE.05.FI.EG01	Read data	R5	20	11.1	24	13.3	90	50.0+	22	12.2	24	13.3
	NUMBERS AND OPERATIONS											
N.FL.05.FI.EG11	Use addition properties of 0	R8	35	19.4+	26	14.4	26	14.4	40	22.2	53	29.4
N.FL.05.FI.EG12	Add and subtract two numbers with 1 or 2 digits	R9	34	18.9	38	21.1	25	13.9+	42	23.3	41	22.8
N.FL.05.FI.EG14	Apply estimation in solving problems	R10	40	22.2	15	8.3+	41	22.8	34	18.9	50	27.8
N.ME.05.FI.EG02	Recognize representations for whole numbers to 10,000	R6	65	36.1+	27	15.0	25	13.9	38	21.1	25	13.9
N.ME.05.FI.EG03	Represent whole numbers to 10,000	R7	30	16.7	38	21.1	40	22.2+	36	20.0	36	20.0
N.MR.05.FI.EG09	Create, describe, and extend simple number patterns	R1	165	91.7+	2	1.1	3	1.7	5	2.8	5	2.8
	MEASUREMENT											
M.UN.05.FI.EG05	Measure lengths to the nearest inch	R2	155	86.1+	4	2.2	6	3.3	8	4.4	7	3.9
M.UN.05.FI.EG10	Recognize equivalent sets of coins and bills	R4	120	66.7+	16	8.9	13	7.2	15	8.3	16	8.9

Page 1 of 1

Correct Response: +

MI-Access Functional Independence: Item Analysis Reports for Science (School, District, and State)

Item analysis reports provide detailed, aggregated performance data on the items that are being released to the public. The information can be used along with released item booklets (available at **www.mi.gov/mi-access** and **www.mi-access.info**) by schools, districts, the state, and others to identify areas of collective strength and areas that need improvement. Item analysis reports are produced only when ten or more students in the same grade take part in the same assessment.

Since the format of the school, district, and state reports is similar, only the *District Item Analysis Report* for science is included in the handbook. The report includes the following information:

Section A shows the name of the report, the content area assessed, the assessment grade, and the year the assessment was administered.

Section B shows the district name, the district code, and the total number of students assessed.

Section C provides—by strand and released item—the code for the EB assessed; an abbreviated description of the EB; the released item number; and the number and percent of students that selected each answer choice (A, B, or C). A plus sign (+) indicates which answer choice is correct. This section also indicates the number and percent of students for whom answers were omitted on the *Student Answer Document* or for whom there were multiple marks.

A sample report (front) is provided on the opposite page.

MICHIGAN Department of Education

DISTRICT ITEM ANALYSIS REPORT

Functional Independence - Science

Grade 8

Fall 2007

Released Items Only

MI Access Michigan's Alternate Assessment Program

District Name: **Demo District**
District Code: **99997**

Number of Students Assessed: **123**

EB Code	STRAND or Abbreviated EB Descriptor	Released Item Number	Number and Percent of Students Responding									
			A		B		C		Omit		Multi	
			#	%	#	%	#	%	#	%	#	%
	USING LIFE SCIENCE KNOWLEDGE											
L.OR.FI.EB.III.2.m.3a	Explain where the plants make and store food	R1	5	4.1	4	3.3	102	82.9+	4	3.3	8	6.5
L.EC.FI.EB.III.5.m.1a	Describe common patterns of relationships among populations	R2	81	65.9+	13	10.6	11	8.9	7	5.7	11	8.9
	USING PHYSICAL SCIENCE KNOWLEDGE											
P.ME.FI.EB.IV.1.m.6a	Investigate electrical devices, using instructions and appropriate safety	R3	57	46.3+	18	14.6	14	11.4	21	17.1	13	10.6
P.CM.FI.EB.IV.2.m.2a	Describe common chemical changes in terms of properties of reactants and products	R4	17	13.8	51	41.5+	24	19.5	10	8.1	21	17.1
	USING EARTH SCIENCE KNOWLEDGE											
E.AW.FI.EB.V.3.m.1a	Interpret temperature, precipitation, and cloud cover information	R5	26	21.1	15	12.2+	28	22.8	27	22.0	27	22.0
E.SS.FI.EB.V.4.m.1a	Compare and contrast characteristics of the earth and other planets	R6	27	22.0	3	2.4+	32	26.0	35	28.5	26	21.1

Page 1 of 1

Correct Response: +

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

MI-Access Functional Independence: Parent Reports

Parent reports, which start with a letter from the state Superintendent of Public Instruction, are designed to provide customized student assessment information to the parents (or guardians) of each student assessed. The *MI-Access Functional Independence Parent Reports* include the following information:

Section A shows the name of the report, the assessment in which the student took part, the assessment grade, and the year the assessment was administered.

Section B provides basic demographic information about the student, which was obtained from the student's barcode label and the state's Single Record Student Database (SRSD).

Section C includes a table showing—by content area—the scale scores and performance levels the student achieved in the current year as well as the scale scores and performance levels he/she achieved in the previous year, if applicable. In addition, it shows the student's performance level change from last year to the current year, and describes how the change was determined.

Section D provides detailed information on (1) the components of the English Language Arts (ELA) assessment, and (2) how the student performed by assessment component and overall.

Section E shows where the student's ELA scale score is in the range of scale scores possible and the corresponding performance level.

Section F provides detailed information on (1) the strands included in the mathematics assessment, and (2) how the student performed by assessment strand and overall.

Section G shows where the student's mathematics scale score is in the range of scale scores possible and the corresponding performance level.

Section H provides detailed information on (1) the strands included in the science assessment, and (2) how the student performed by assessment strand and overall.

Section I shows where the student's science scale score is in the range of scale scores possible and the corresponding performance level.

Section J shows the student's individual item analysis for ELA, mathematics, and/or science. It includes the EGLCE or EB assessed in that item; an abbreviated description of the EGLCE or EB; the released item number; and the answer choice (A, B, or C) the student selected. A plus sign (+) indicates the correct answer choice. A sample four-page report is provided on the opposite page.

2007/2008 Handbook

Functional Independence

MICHIGAN Department of Education

PARENT REPORT
Functional Independence
Grade 5
Fall 2007 (A)

MI-Access Michigan's Alternate Assessment Program

Student Name: **JIMENA BRISTOL**
District Student ID:
State UIC: **100103** (B)

Teacher Name: **Demo Teacher**
School Name: **Demo School**
District Name: **MIA Demo District**

Dear Parent or Guardian:

In fall 2007, your daughter took part in the MI-Access Functional Independence assessments. They are the assessments that the Individualized Education Program (IEP) Team, of which you are a member, decided were most appropriate for her. The MI-Access Functional Independence assessments are used, along with other information, to determine what students know and are able to do in certain grades and in certain content areas. These assessments are based on the Functional Independence Extended Grade Level Content Expectations (EGLCEs) and/or Extended Benchmarks (EBs), which reflect a level of complexity that is appropriate for the students being assessed. (For more details on the EGLCEs and EBs, go to **www.mi.gov/mi-access**.)

Following are two tables summarizing your daughter's results. The first table shows the fall 2006 and fall 2007 English language arts and mathematics results, as well as the fall 2007 science results for Jimena. The second table shows your daughter's performance level change for English language arts and mathematics from fall 2006 to 2007. (Science performance level change data are not included because science is not assessed in the previous grade.)

Content Area	Scale Score	2007 Performance Level	2006 Performance Level	Performance Level Change
ELA	2519	Surpassed the Performance Standard	Surpassed the Performance Standard	Decline
Mathematics	2587	Surpassed the Performance Standard	Surpassed the Performance Standard	No Change
Science	2587	Surpassed the Performance Standard		

ELA Performance Level Change
Last fall, Jimena scored at the high end of the Surpassed performance level. This fall, Jimena scored at the low end of the Surpassed performance level. Therefore, from last fall to this fall, Jimena showed a decline in performance level.

Mathematics Performance Level Change (C)
Last fall, Jimena scored at the high end of the Surpassed performance level. This fall, Jimena scored at the high end of the Surpassed performance level. Therefore, from last fall to this fall, Jimena showed no change in performance level.

We encourage you to discuss these results with your daughter's teacher and other school professionals who have the benefit of knowing her personally. Teachers are able to use the results, together with other assessment and classroom performance information, to provide a more complete picture of your daughter's achievement and plan for her future learning.

Parents and teachers have a greater chance of helping children succeed when they work together to encourage student learning. For that reason, the following questions have been included to help spur meaningful discussion.

- How can we use this report to determine my daughter's strengths?
- What can we do at school and at home to reinforce those strengths?
- In what areas does my daughter need additional work?
- What can we do at school and at home to provide opportunities and experiences for her to improve?
- What opportunities does my daughter receive as part of her daily instruction that relate to what was assessed?

The following pages of this report describe the assessments administered at this grade; provide details on your daughter's performance on those assessments; and show your daughter's responses to the assessment questions that are being released to the public. (You may obtain the released questions at **www.mi.gov/mi-access**.) We hope you find this information helpful and informative.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

DESCRIPTION OF AND RESULTS FOR ENGLISH LANGUAGE ARTS

The MI-Access Functional Independence ELA Assessment has two components: Accessing Print, which includes word recognition and text comprehension; and (2) Expressing Ideas. The Accessing Print: Word Recognition portion of the ELA assessment assesses important, often used words that are relevant for the student population being assessed. In the Accessing Print: Text Comprehension portion of the ELA assessment, students read or listen to three types of passages that are based on the real-world contexts of daily living, community experience, and employment. The passages and questions are appropriate in complexity for the students being assessed. The earned points for word recognition (see A) and text comprehension (see B) are added together to obtain an Accessing Print score (see C).

In the Expressing Ideas component of the ELA assessment, students are asked to respond to a question by writing, drawing, or dictating their ideas. Student responses are scored using a four-point rubric (see D). For more details on the rubric and sample responses, go to **www.mi.gov/mi-access**.

The Accessing Print and Expressing Ideas scores are added together to obtain a student's overall score, or total earned points, for ELA (see E). The table below shows your daughter scores.

DETAILED ENGLISH LANGUAGE ARTS RESULTS FOR JIMENA BRISTOL

(D)

Performance by Assessment Component	Earned/Points Possible	
ACCESSING PRINT (AP)	30/41	C
PART 1 - WORD RECOGNITION	20/20	A
PART 2 - TEXT COMPREHENSION	10/21	B
	Score (out of 4) or Condition Code	
EXPRESSING IDEAS (EI)	4/4	D
TOTAL (AP + EI)	34/45	E

Once a student's total earned points (see E) are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your daughter's ELA scale score and where it falls in the range of scale scores possible. It also shows her corresponding performance level–Surpassed, Attained, or Emerging Toward the Performance Standard.

(E)

DESCRIPTION OF AND RESULTS FOR MATHEMATICS

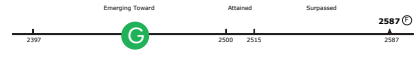
The MI-Access Functional Independence Mathematics Assessment focuses on four mathematics areas: Data and Probability (see A), Geometry (see B), Measurement (see C), Numbers and Operations (see D). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the four areas are added together to obtain a student's overall score, or total earned points, for mathematics (see E). The table below shows your daughter's mathematics scores.

DETAILED MATHEMATICS RESULTS FOR JIMENA BRISTOL

(F)

Performance by Assessment Strand	Earned/Points Possible	
DATA AND PROBABILITY	2/2	A
GEOMETRY	2/2	B
MEASUREMENT	10/10	C
NUMBERS AND OPERATIONS	16/16	D
TOTAL	30/30	E

Once a student's total earned points (see E) are calculated, they are assigned a scale score, which is used to determine the performance level. The letter F (below) shows your daughter's mathematics scale score and where it falls in the range of scale scores possible. It also shows her corresponding performance level–Surpassed, Attained, or Emerging Toward the Performance Standard.



(G)

Functional Independence - Grade 5 Page 2

DESCRIPTION OF AND RESULTS FOR SCIENCE

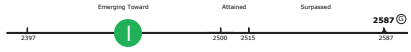
The MI-Access Functional Independence Science Assessment focuses on five areas: Constructing New Scientific Knowledge (see A), Reflecting on Scientific Knowledge (see B), Using Life Science Knowledge (see C), Using Physical Science Knowledge (see D), and Using Earth Science Knowledge (see E). These areas reflect a complexity level that is appropriate for the student population being assessed. The scores for the five areas are added together to obtain a student's overall score, or total earned points, for science (see F). The table below shows your daughter's science scores.

DETAILED SCIENCE RESULTS FOR JIMENA BRISTOL

(H)

Performance by Assessment Strand	Earned/Points Possible	
CONSTRUCTING NEW SCIENTIFIC KNOWLEDGE	2/2	A
REFLECTING ON SCIENTIFIC KNOWLEDGE	1/2	B
USING LIFE SCIENCE KNOWLEDGE	13/13	C
USING PHYSICAL SCIENCE KNOWLEDGE	12/12	D
USING EARTH SCIENCE KNOWLEDGE	2/6	E
TOTAL	30/35	F

Once a student's total earned points (see F) are calculated, they are assigned a scale score, which is used to determine the performance level. The letter G (below) shows your daughter's science scale score and where it falls in the range of scale scores possible. It also shows her corresponding performance level–Surpassed, Attained, or Emerging Toward the Performance Standard.



(I)

RELEASED ITEM ANALYSIS
The remainder of this report contains your daughter's individual item analysis for released assessment items. The analysis includes the EGLCE or EB assessed by that item, an abbreviated description of the EGLCE or EB, the released item number, and the answer choice (A, B, or C) your daughter selected. A plus sign (+) before the answer choice means it was the correct answer. (You may obtain the released questions at **www.mi-access.info**.) If you would like to learn more about MI-Access, go to **www.mi.gov/mi-access** or **www.mi-access.info.**

RELEASED ITEM ANALYSIS FOR JIMENA BRISTOL

ELA Item Analysis for Released Items

EGLCE Code	ASSESSMENT COMPONENT or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
	ACCESSING PRINT		
	PART 1 - WORD RECOGNITION		
R.WS.04.FI.EG03	Recognize frequently encountered words	R1	+A
R.WS.04.FI.EG03	Recognize frequently encountered words	R2	+A
R.WS.04.FI.EG03	Recognize frequently encountered words	R3	+C
R.WS.04.FI.EG03	Recognize frequently encountered words	R4	+A
	PART 2 - TEXT COMPREHENSION (J)		
	Functional Passage		
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions	R5	
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions	R6	A
R.IT.04.FI.EG02	Identify Informational text patterns	R7	A
R.IT.04.FI.EG02	Identify Informational text patterns	R8	M
R.IT.04.FI.EG02	Identify Informational text patterns	R9	A
R.CM.04.FI.EG01	Make inferences, predictions, and conclusions		
R.CM.04.FI.EG02	Identify main ideas and details		
	EXPRESSING IDEAS		
W.GN.04.FI.EG01	Write/draw personal narrative		

Functional Independence - Grade 5 Page 3

Mathematics Item Analysis for Released Items

EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Released Item Number	Response
	GEOMETRY		
G.GS.04.FI.EG01	Identify, describe, and compare two-dimensional shapes	R3	+C
	DATA AND PROBABILITY		
D.RE.04.FI.EG02	Read tables, graphs, tallies and pictographs	R7	+C
	NUMBERS AND OPERATIONS		
N.ME.04.FI.EG02	Explore and recognize equivalent representations and models for whole numbers to 1000	R8	+A
N.MR.04.FI.EG13	Model +/- for numbers less than 100	R9	+C
N.MR.04.FI.EG14	Solve open sentences for addition and subtraction	R10	+B
	MEASUREMENT		
M.PS.04.FI.EG06	Solve one-step word problems	R2	+A
M.PS.04.FI.EG06	Solve one-step word problems	R6	+A
M.PS.04.FI.EG09	Tell the amount of money	R5	+A
M.UN.04.FI.EG02	Select units of measure	R1	+B
M.UN.04.FI.EG07	Identify different denominations of coins and bills	R4	+B

(J)

Science Item Analysis for Released Items

EB Code	STRAND or Abbreviated Extended Benchmark (EB) Descriptor	Released Item Number	Response
	USING LIFE SCIENCE KNOWLEDGE		
L.EC.FI.EB.III.5.e.4a	Identify positive and negative effects of humans on the environment	R2	+C
L.OR.FI.EB.III.2.e.3a	Identify life cycles of familiar organisms	R1	+C
	USING PHYSICAL SCIENCE KNOWLEDGE		
P.MO.FI.EB.IV.3.e.4a	Identify and/or use simple machines to change effort	R3	+A
P.WV.FI.EB.IV.4.e.1a	Describe sounds in terms of their properties	R4	+B
	USING EARTH SCIENCE KNOWLEDGE		
E.AW.FI.EB.V.3.e.1a	Identify and/or describe weather conditions	R6	M
E.GE.FI.EB.V.1.e.3a	Identify and/or describe changes in the earth's surface	R5	+C

Page 4

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

Functional Independence

MI-Access Functional Independence: Comprehensive Reports (District and Intermediate School District)

Comprehensive reports provide information on the overall performance of each school within a given local school district or the overall performance of each local school district within an intermediate school district (ISD) by grade. School data are included in district reports only when ten or more students in the same school take part in the same assessment, and district data are included in ISD reports only when 100 or more students in the same district take part in the same assessment.

Since the format of the district and ISD reports is similar, only the *District Comprehensive Report* is included in the handbook. The report includes the following information:

Section A shows the name of the report, the assessment type, the assessment grade, and the year the assessments were administered.

Section B shows the name of the district and the district code.

Section C lists the schools, or for ISD reports the districts, by which data are reported.

Section D shows the total number of students assessed and the mean scale score for each school by content area or, for ISD reports, the total number of students assessed and the mean scale score for each district by content area.

Section E shows, by content area, the number and percent of students who achieved each performance level (Surpassed, Attained, or Emerging Toward the Performance Standard).

The back page of the report includes the performance levels students can achieve for each content area and the scale score range that corresponds to each performance level. A sample report (front) is provided on the opposite page.

Functional Independence

MICHIGAN Department of Education

DISTRICT COMPREHENSIVE REPORT

Functional Independence
Grade 5
Fall 2007 (A)

MI Access Michigan's Alternate Assessment Program

District Name: **MIA Demo District**
District Code: **99997**

(B)

	English Language Arts					Mathematics					Science				
	Students Assessed	Mean Scale Score	Emerging # and %	Attained (E) # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained (E) # and %	Surpassed # and %	Students Assessed	Mean Scale Score	Emerging # and %	Attained (E) # and %	Surpassed # and %
MIA Demo District (C)	368	2495	208 56.5%	40 10.9%	120 32.6%	155	2492	90 58.1%	20 12.9%	45 29.0%	155	2492	54 50.0%	12 11.1%	42 38.9%
MI-Access Functional Independence School (09999) (D)	368	2495	208 56.5%	40 10.9%	120 32.6%	155	2492	90 58.1%	20 12.9%	45 29.0%	155	2492	54 50.0%	12 11.1%	42 38.9%

* < 10 students assessed † No students assessed Page 1 of 1

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

Functional Independence

MI-Access Functional Independence: Student Labels

Labels for every student who participated in MI-Access Functional Independence are included in the School Results Folders. They include the following information:

Section A shows the assessment type, the assessment grade, and the year the assessment was administered.

Section B includes the student's name, the teacher's name, the school name and code, the district name and code, the student's codes, and other identifying information.

Section C shows the student's scale score for each content area in which he/she was assessed with MI-Access Functional Independence, his/her corresponding performance level, and his/her performance level change, if applicable.

Sample student labels are provided on the right.

MICHIGAN Department of Education

Functional Independence
Grade 5 (A)
Fall 2007

MI Access Michigan's Alternate Assessment Program

Student Name: **BRISTOL, JIMENA**
Teacher: Demo Teacher
School: Demo School (09995) (B)
District: MIA Demo District (99995)
State UIC: 100103
Student ID:
Date of Birth: 01/20/1996
Gender: F

(C)	Scale Score	Perf. Level	Perf. Level Change
ELA	2519	Surpassed	Decline
Mathematics	2587	Surpassed	No Change
Science	2587	Surpassed	

MICHIGAN Department of Education

Functional Independence
Grade 8 (A)
Fall 2007

MI Access Michigan's Alternate Assessment Program

Student Name: **ALTON, VICENTE**
Teacher: Demo Teacher
School: Demo School (09995) (B)
District: MIA Demo District (99995)
State UIC: 100106
Student ID:
Date of Birth: 01/20/1993
Gender: M

(C)	Scale Score	Perf. Level	Perf. Level Change
ELA	2819	Attained	Decline
Mathematics	2838	Surpassed	Improvement
Science	2838	Surpassed	

Cut scores for science were not available at press time; therefore, any science data shown are for illustration purposes only.

SECTION 12 — CONCLUSION

The data contained in the MI-Access reports provide a great deal of information about student performance on the MI-Access assessments. They do not, however, provide all the answers to curricular and instructional questions. For that reason, it may be helpful to think of MI-Access results as one part of a much larger puzzle. The assessments provide some of the pieces, but educators and parents need to put them together with other data—and what they already know about the student—to see a more complete picture of the student's performance. The important thing is that, with MI-Access, educators and parents have reliable, concrete state-level information to help them.

In future years, the handbook will include a section (as it has in the past) on how to interpret and use MI-Access data to inform instruction and curriculum. The OEAA hopes this information will help parents and educators as they strive to increase learning and improve student achievement.

Share your experiences on using MI-Access data in meaningful ways to improve student achievement at

mi-access@questarai.com

Appendix A

MI-ACCESS PARTICIPATION: ELA
ELEMENTARY PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EGLCEs,*[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs,*[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize a **few** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	**Accessing Information: Word Study** recognize **some** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	**Accessing Information: Word Study** recognize **many** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).
Accessing Information: Comprehension demonstrate **limited understanding** of simple text elements (e.g., main characters, setting). demonstrate **limited understanding** of simple directions regarding routines.	**Accessing Information: Comprehension** demonstrate **basic understanding** of simple text elements (e.g., main characters, setting). demonstrate **basic understanding** of simple directions regarding routines.	**Accessing Information: Comprehension** demonstrate **understanding** of simple text elements (e.g., main characters, setting). demonstrate **understanding** of simple directions regarding routines.
Expressing Ideas respond to prompts with the expression of **limited ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **limited conversational** focus (e.g., eye contact).	**Expressing Ideas** respond to prompts with the expression of **basic ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **basic conversational** focus (e.g., eye contact).	**Expressing Ideas** respond to prompts with the expression of **ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **conversational** focus (e.g., eye contact).

[1] *When using age/grade appropriate instructional materials.*

MI-ACCESS PARTICIPATION: ELA

MIDDLE SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize and demonstrate **limited understanding** of a **few** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols).	**Accessing Information: Word Study** recognize and demonstrate **basic understanding** of **some** frequently encountered objects and/or pictures paired with words.	**Accessing Information: Word Study** recognize and demonstrate **understanding** of **many** frequently encountered objects and/or pictures paired with words.
Accessing Information: Comprehension demonstrate **limited understanding** of simple text elements (e.g., main characters, setting). demonstrate **limited understanding** of simple questions regarding familiar routines and experiences.	**Accessing Information: Comprehension** demonstrate **basic understanding** of simple text elements (e.g., main characters, setting). demonstrate **basic understanding** of simple questions regarding familiar routines and experiences.	**Accessing Information: Comprehension** demonstrate **understanding** of simple text elements (e.g., main characters, setting). demonstrate **understanding** of simple questions regarding familiar routines and experiences.
Expressing Ideas respond to prompts with **limited ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **limited conversational** focus and participation (e.g., eye contact, gesture, expressions).	**Expressing Ideas** respond to prompts with **basic ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **basic conversational** focus and participation (e.g., eye contact, gesture, expressions).	**Expressing Ideas** respond to prompts with **ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **conversational** focus and participation (e.g., eye contact, gesture, expressions).

[1] *When using age/grade appropriate instructional materials.*

Appendix A

MI-ACCESS PARTICIPATION: ELA
HIGH SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EHSCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EHSCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EHSCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize and demonstrate **limited understanding** of a **few** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).	**Accessing Information: Word Study** recognize and demonstrate **basic understanding** of **some** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).	**Accessing Information: Word Study** recognize and demonstrate **understanding** of **many** frequently encountered objects and/or pictures paired with words (e.g., name, survival words/symbols) in specific contexts (e.g., vocational, recreational).
Accessing Information: Comprehension demonstrate **limited understanding** of simple text elements (e.g., main characters, setting). demonstrate **limited understanding** of simple questions related to assigned tasks.	**Accessing Information: Comprehension** demonstrate **basic understanding** of simple text elements (e.g., main characters, setting). demonstrate **basic understanding** of simple questions related to assigned tasks.	**Accessing Information: Comprehension** demonstrate **understanding** of simple text elements (e.g., main characters, setting). demonstrate **understanding** of simple questions related to assigned tasks.
Expressing Ideas respond to prompts with **limited ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **limited conversational** focus and participation (e.g., eye contact, gesture, expressions).	**Expressing Ideas** respond to prompts with **basic ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **basic conversational** focus and participation (e.g., eye contact, gesture, expressions).	**Expressing Ideas** respond to prompts with **ideas** related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). maintain **conversational** focus and participation (e.g., eye contact, gesture, expressions).

[1] *When using age/grade appropriate instructional materials.*

MI-ACCESS PARTICIPATION: MATHEMATICS

ELEMENTARY PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate a **limited** understanding of quantity (e.g., which one has more, whole vs. part) and a **limited** ability to solve simple problems following a sequential order.	**Numbers and Operations** demonstrate a **basic** understanding of quantity (e.g., which one has more, whole vs. part) and a **basic** ability to solve simple problems following a sequential order.	**Numbers and Operations** demonstrate a **consistent** understanding of quantity (e.g., which one has more, whole vs. part) and a **consistent** ability to solve simple problems following a sequential order.
Measurement demonstrate a **limited** ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).	**Measurement** demonstrate a **basic** ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).	**Measurement** demonstrate a **consistent** ability to understand basic units of measure (e.g., time of day, hot vs. cold, money).
Geometry demonstrate a **limited** ability to identify simple geometric shapes and follow simple patterns.	**Geometry** demonstrate a **basic** ability to identify simple geometric shapes and follow simple patterns.	**Geometry** demonstrate a **consistent** ability to identify simple geometric shapes and follow simple patterns.
Data and Probability given data, demonstrate a **limited** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **basic** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **consistent** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).

[1] *When using age/grade appropriate instructional materials.*

Appendix A

MI-ACCESS PARTICIPATION: MATHEMATICS
MIDDLE SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate a **limited** ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a **basic** ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a **consistent** ability to identify appropriate quantities (e.g., more/less, whole/part), and identify and/or extend simple patterns.
Measurement demonstrate a **limited** ability to apply measurement concepts (e.g., time, temperature, size, money etc.).	**Measurement** demonstrate a **basic** ability to apply measurement concepts (e.g., time, temperature, size, money etc.).	**Measurement** demonstrate a **consistent** ability to apply measurement concepts (e.g., time, temperature, size, money etc.).
Geometry demonstrate a **limited** ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.	**Geometry** demonstrate a **basic** ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.	**Geometry** demonstrate a **consistent** ability to differentiate common shapes, locate objects/places, and apply directional/positional terms.
Data and Probability given data, demonstrate a **limited** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **basic** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **consistent** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).

[1] *When using age/grade appropriate instructional materials.*

Appendix A

MI-ACCESS PARTICIPATION: MATHEMATICS
HIGH SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Participation EHSCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EHSCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Participation EHSCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate **limited** application of numeration skills, including comparing, ordering, and whole vs. part.	**Numbers and Operations** demonstrate **basic** application of numeration skills, including comparing, ordering, and whole vs. part.	**Numbers and Operations** demonstrate **consistent** application of numeration skills, including comparing, ordering, and whole vs. part.
Measurement demonstrate **limited** understanding and/or application of measurement systems, including, size, time, temperature, and money.	**Measurement** demonstrate **basic** understanding and/or application of measurement systems, including, size, time, temperature, and money.	**Measurement** demonstrate **consistent** understanding and/or application of measurement systems, including, size, time, temperature, and money.
Geometry identify, to a **limited** degree, geometric shapes, the relative position of objects and their location, and follow routine patterns.	**Geometry** identify, to a **basic** degree, geometric shapes, the relative position of objects and their location, and follow routine patterns.	**Geometry** **consistently** identify geometric shapes, the relative position of objects and their location, and follow routine patterns.
Data and Probability given data, demonstrate a **limited** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **basic** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).	**Data and Probability** given data, demonstrate a **consistent** ability to interpret it meaningfully (e.g., select which one of two objects is necessary to complete a task).

[1] *When using age/grade appropriate instructional materials.*

NOTE: Performance Level Descriptors (PLDs) were not available for science when the handbook was published; therefore, they have been posted on the MI-Access Web page **(www.mi.gov/mi-access)** and at the MI-Access Information Center **(www.mi-access.info).**

Appendix B

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
ELEMENTARY PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize a **few**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of a **few** functional words/symbols (e.g., exit, danger).	**Accessing Information: Word Study** recognize **some**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of **some** functional words/symbols (e.g., exit, danger).	**Accessing Information: Word Study** recognize **many**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary demonstrate understanding of **many** functional words/symbols (e.g., exit, danger).
Accessing Information: Comprehension demonstrate **limited** understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/subheadings). demonstrate **limited** ability to take part in an audience (e.g., active listening). follow **simple** directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).	**Accessing Information: Comprehension** demonstrate **basic** understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/subheadings). demonstrate **basic** ability to take part in an audience (e.g., active listening). follow **basic** directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).	**Accessing Information: Comprehension** demonstrate **advanced** understanding of narrative, informational, and functional texts (e.g., story elements, characters, major ideas, headings/subheadings). demonstrate **advanced** ability to take part in an audience (e.g., active listening). follow **complex** directions to complete a task (e.g., completing assignments, locating instructional materials, preparing for dismissal).

[1] *When using age/grade appropriate instructional materials.*

Continued...

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
ELEMENTARY PERFORMANCE LEVEL DESCRIPTORS (cont'd)

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Expressing Ideas respond to prompts with **limited** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **limited** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **limited** ability to write/ scribe personally meaningful names and simple words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **basic** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **basic** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **basic** ability to write/ scribe personally meaningful names and simple words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **more complex** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate **advanced** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **advanced** ability to write/scribe personally meaningful names and simple words (e.g., names of family members, school related words).

[1] *When using age/grade appropriate instructional materials.*

Appendix B

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
MIDDLE SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize a **few**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of a **few** functional words/symbols (e.g., exit, danger).	**Accessing Information: Word Study** recognize **some**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of **some** functional words/symbols (e.g., exit, danger).	**Accessing Information: Word Study** recognize **many**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of **many** functional words/symbols (e.g., exit, danger).
Accessing Information: Comprehension demonstrate **limited** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw simple conclusions from written material. demonstrate **limited** ability to take part in an audience (e.g., active listening, question asking). follow **simple** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).	**Accessing Information: Comprehension** demonstrate **basic** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw basic conclusions from written material. demonstrate **basic** ability to take part in an audience (e.g., active listening, question asking). follow **basic** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).	**Accessing Information: Comprehension** demonstrate **advanced** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw more complex conclusions from written material. demonstrate **advanced** ability to take part in an audience (e.g., active listening, question asking). follow **more complex** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing a classroom job).

[1] *When using age/grade appropriate instructional materials.*

Continued...

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
MIDDLE SCHOOL PERFORMANCE LEVEL DESCRIPTORS (cont'd)

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Expressing Ideas respond to prompts with **limited** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **limited** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **limited** ability to write/dictate simple sentences using personally meaningful words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **basic** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **basic** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **basic** ability to write/ dictate simple sentences using personally meaningful words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **more complex** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate **advanced** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **advanced** ability to write/dictate simple sentences using personally meaningful words (e.g., names of family members, school related words).

[1] *When using age/grade appropriate instructional materials.*

Appendix B

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
HIGH SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EHSCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Accessing Information: Word Study recognize a **few**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of a **few** functional word/symbols (e.g., exit, danger) as the appear in functional text.	**Accessing Information: Word Study** recognize **some**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of **some** functional word/symbols (e.g., exit, danger) as the appear in functional text.	**Accessing Information: Word Study** recognize **many**: • frequently encountered/personally meaningful words (e.g., name, address, family members) • functional words (e.g., exit, danger) • content area specific vocabulary. explain the meaning of **many** functional word/symbols (e.g., exit, danger) as the appear in functional text.
Accessing Information: Comprehension demonstrate **limited** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw simple conclusions from written material. demonstrate **limited** ability to take part in an audience (e.g., active listening, question asking). follow **simple** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).	**Accessing Information: Comprehension** demonstrate **basic** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw basic conclusions from written material. demonstrate **basic** ability to take part in an audience (e.g., active listening, question asking). follow **basic** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).	**Accessing Information: Comprehension** demonstrate **advanced** understanding of narrative, informational, and functional texts (e.g., story elements, characters, setting) and draw more complex conclusions from written material. demonstrate **advanced** ability to take part in an audience (e.g., active listening, question asking). follow **more complex** directions to complete an instructional task and/or vocational assignment (e.g., locating materials, completing classroom job).
[1] *When using age/grade appropriate instructional materials.*		

Continued...

MI-ACCESS SUPPORTED INDEPENDENCE: ELA
HIGH SCHOOL PERFORMANCE LEVEL DESCRIPTORS (cont'd)

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EHSCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Expressing Ideas respond to prompts with **limited** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **limited** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **limited** ability to write/ dictate complete sentences using personally meaningful words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **basic** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/ expressions). demonstrate **basic** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **basic** ability to write/ dictate complete sentences using personally meaningful words (e.g., names of family members, school related words).	**Expressing Ideas** respond to prompts with **more complex** ideas, organization and detail related to informational, functional or personal text and experiences (e.g., contributing to classroom discussions, using appropriate language/expressions). demonstrate **advanced** ability to engage in conversations while discussing familiar topics (e.g., remain focused on topic). demonstrate **advanced** ability to write/dictate complete sentences using personally meaningful words (e.g., names of family members, school related words).

[1] *When using age/grade appropriate instructional materials.*

Appendix B

MI-ACCESS SUPPORTED INDEPENDENCE: MATHEMATICS
ELEMENTARY PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate **limited** counting skills, a limited understanding of the concepts used to describe quantity, and a limited ability to select appropriate numbers to calculate sum and difference.	**Numbers and Operations** demonstrate **basic** counting skills, a basic understanding of the concepts used to describe quantity, and a basic ability to select appropriate numbers to calculate sum and difference.	**Numbers and Operations** demonstrate **consistent** counting skills, a consistent understanding of the concepts used to describe quantity, and a consistent ability to select appropriate numbers to calculate sum and difference.
Data and Probability demonstrate **limited** ability to identify, gather and organize data.	**Data and Probability** demonstrate **basic** ability to identify, gather and organize data.	**Data and Probability** demonstrate **consistent** ability to identify, gather and organize data.
Measurement demonstrate a **limited** ability to identify coins, measure and use units (e.g., time, volume, temperature) and demonstrate limited understanding of geometric patterns and two-dimensional shapes.	**Measurement** demonstrate a **basic** ability to identify coins, measure and use units (e.g., time, volume, temperature) and demonstrate basic understanding of geometric patterns and two-dimensional shapes.	**Measurement** demonstrate a **consistent** ability to identify coins, measure and use units (e.g., time, volume, temperature) and demonstrate consistent understanding of geometric patterns and two-dimensional shapes.
Geometry demonstrate a **limited** understanding of familiar routes and limited knowledge of spatial relationships (e.g., above, below).	**Geometry** demonstrate a **basic** understanding of familiar routes and basic knowledge of spatial relationships (e.g., above, below).	**Geometry** demonstrate a **consistent** understanding of familiar routes and consistent knowledge of spatial relationships (e.g., above, below).

[1] *When using age/grade appropriate instructional materials.*

MI-ACCESS SUPPORTED INDEPENDENCE: MATHEMATICS

MIDDLE SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EGLCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EGLCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate a **limited** ability to apply numeration skills, (e.g., identify appropriate quantities, count, compare, calculate) and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a **basic** ability to apply numeration skills, (e.g., identify appropriate quantities, count, compare, calculate) and identify and/or extend simple patterns.	**Numbers and Operations** demonstrate a **consistent** ability to apply numeration skills, (e.g., identify appropriate quantities, count, compare, calculate) and identify and/or extend simple patterns.
Algebra demonstrate a **limited** ability to identify unknown components and quantities to solve a problem.	**Algebra** demonstrate a **basic** ability to identify unknown components and quantities to solve a problem.	**Algebra** demonstrate a **consistent** ability to identify unknown components and quantities to solve a problem.
Measurement demonstrate a **limited** understanding and/or application of measurement concepts (e.g., time money, temperature, etc.) and instruments.	**Measurement** demonstrate a **basic** understanding and/or application of measurement concepts (e.g., time money, temperature, etc.) and instruments.	**Measurement** demonstrate a **consistent** understanding and/or application of measurement concepts (e.g., time money, temperature, etc.) and instruments.
Geometry demonstrate a **limited** ability to identify common shapes, locate objects/places, and follow patterns using directional/positional terms.	**Geometry** demonstrate a **basic** ability to identify common shapes, locate objects/places, and follow patterns using directional/positional terms.	**Geometry** demonstrate a **consistent** ability to identify common shapes, locate objects/places, and follow patterns using directional/positional terms.
Data and Probability demonstrate a **limited** ability to gather, interpret, and/or organize data.	**Data and Probability** demonstrate a **basic** ability to gather, interpret, and/or organize data.	**Data and Probability** demonstrate a **consistent** ability to gather, interpret, and/or organize data.

[1] *When using age/grade appropriate instructional materials.*

Appendix B

MI-ACCESS SUPPORTED INDEPENDENCE: MATHEMATICS
HIGH SCHOOL PERFORMANCE LEVEL DESCRIPTORS

EMERGING	ATTAINED	SURPASSED
Based on the *Supported Independence EHSCEs*,[1] a student who is **emerging toward the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **attained the performance standard** should typically, with considerable to moderate assistance, be able to…	Based on the *Supported Independence EHSCEs*,[1] a student who has **surpassed the performance standard** should typically, with moderate to limited assistance, be able to…
Numbers and Operations demonstrate **limited** application of numeration skills, including comparing, ordering, and calculating with numbers.	**Numbers and Operations** demonstrate **basic** application of numeration skills, including comparing, ordering, and calculating with numbers.	**Numbers and Operations** demonstrate **consistent** application of numeration skills, including comparing, ordering, and calculating with numbers.
Algebra demonstrate a **limited** ability to identify unknown components and quantities to solve a problem.	**Algebra** demonstrate a **basic** ability to identify unknown components and quantities to solve a problem.	**Algebra** demonstrate a **consistent** ability to identify unknown components and quantities to solve a problem.
Measurement demonstrate a **limited** understanding and/or application of measurement concepts (e.g., length, volume, mass [weight], time, temperature, and money).	**Measurement** demonstrate a **basic** understanding and/or application of measurement concepts (e.g.,length, volume, mass [weight], time, temperature, and money).	**Measurement** demonstrate a **consistent** understanding and/or application of measurement concepts (e.g., length, volume, mass [weight], time, temperature, and money).
Geometry identify, to a **limited** degree, geometric shapes, the relative position of objects and their location, and the ability to follow routine patterns.	**Geometry** identify, to a **basic** degree, geometric shapes, the relative position of objects and their location, and the ability to follow routine patterns.	**Geometry** **consistently** identify geometric shapes, the relative position of objects and their location, and the ability to follow routine patterns.
Data Analysis demonstrate **limited** evidence of collecting, organizing, or using various forms of data to solve problems.	**Data Analysis** demonstrate **basic** evidence of collecting, organizing, or using various forms of data to solve problems.	**Data Analysis** demonstrate **consistent** evidence of collecting, organizing, or using various forms of data to solve problems.

[1] *When using age/grade appropriate instructional materials.*

NOTE: Performance Level Descriptors (PLDs) were not available for science when the handbook was published; therefore, they have been posted on the MI-Access Web page **(www.mi.gov/mi-access)** and at the MI-Access Information Center **(www.mi-access.info).**

MI-ACCESS FUNCTIONAL INDEPENDENCE: ELA
PERFORMANCE LEVEL DESCRIPTORS

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the *Functional Independence EGLCE/EBs*, students who are **emerging toward the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **attained the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **surpassed the performance standard** should typically be able to…
3	**Word Recognition** use picture-printed word associations to identify **some** common vocabulary words, including • personally meaningful words, • frequently encountered words, and • functional words.	**Word Recognition** use picture-printed word associations to identify **many** common vocabulary words, including • personally meaningful words, • frequently encountered words, and • functional words.	**Word Recognition** use picture-printed word associations to identify **most or all** common vocabulary words, including • personally meaningful words, • frequently encountered words, and • functional words.
4-8 and 11	**Word Recognition/ Vocabulary** use context clues and word analysis skills to identify **some** common vocabulary words, including • frequently encountered words, and • functional words.	**Word Recognition/ Vocabulary** use context clues and word analysis skills to identify **most** common vocabulary words, including • frequently encountered words, and • functional words.	**Word Recognition/ Vocabulary** use context clues and word analysis skills to identify **nearly all** common vocabulary words, including • frequently encountered words, and • functional words.

Continued...

Appendix C

MI-ACCESS FUNCTIONAL INDEPENDENCE: ELA
PERFORMANCE LEVEL DESCRIPTORS (cont'd)

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the *Functional Independence EGLCE/EBs*, students who are **emerging toward the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **attained the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **surpassed the performance standard** should typically be able to…
3-8 and 11	**Text Comprehension** demonstrate **some** literal understanding when accessing print from appropriately leveled narrative, informational, and functional texts. identify **some** of the • meanings of key vocabulary words, • main ideas and important details from the text, • simple story elements from narrative text, • text types and/or patterns for informational text, and • authors' purposes and use of techniques. **Expressing Ideas** **attempt to** respond to prompts through personal narratives and informational pieces that typically • provide **little** focus and development of the topic, • show **little or no** organization; and • demonstrate **very limited** control over vocabulary or sentence formation. Errors in language and/or visual conventions may make understanding difficult or nearly impossible.	**Text Comprehension** demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. identify **most** of the • meanings of key vocabulary words, • main ideas and important details from the text, • simple story elements from narrative text, • text types and/or patterns for informational text, and • authors' purposes and use of techniques. **Expressing Ideas** respond to prompts through personal narratives and informational pieces that typically • are **mostly** focused on the topic, • are elaborated with **some** details and/or examples, • are organized in a **somewhat** logical sequence, and • show **some** attention to word choice and syntax. Errors in language and/or visual conventions do not interfere with understanding.	**Text Comprehension** demonstrate literal understanding and make simple inferences when accessing print from appropriately leveled narrative, informational, and functional texts. identify **nearly all** of the • meanings of key vocabulary words, • main ideas and important details from the text, • simple story elements from narrative text, • text types and/or patterns for informational text, and • authors' purposes and use of techniques. **Expressing Ideas** respond to prompts through personal narratives and informational pieces that typically • maintain a focus on the topic, • provide development of the topic with appropriate details and/or examples, • are organized in a logical sequence, and • show attention to precise word choice and syntax. Errors in language and/or visual conventions do not interfere with understanding.

MI-ACCESS FUNCTIONAL INDEPENDENCE: MATHEMATICS
PERFORMANCE LEVEL DESCRIPTORS

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the *Functional Independence EGLCEs*, students who are **emerging toward the performance standard** should typically be able to…	Based on the *Functional Independence EGLCEs*, students who **attained the performance standard** should typically be able to…	Based on the *Functional Independence EGLCEs*, students who **surpassed the performance standard** should typically be able to…
3-4	demonstrate **limited** understanding of grade-appropriate numeration skills. demonstrate **limited** knowledge of measurement concepts and instruments. demonstrate **limited** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **limited** ability to collect, organize, and summarize data.	demonstrate **basic** understanding of numeration skills. demonstrate **basic** knowledge of measurement concepts and instruments. demonstrate **basic** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **basic** ability to collect, organize, and summarize data.	demonstrate **consistent** conceptual understanding of numeration skills. demonstrate **consistent** knowledge of measurement concepts and instruments. demonstrate **consistent** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **consistent** ability to collect, organize, and summarize data.
5-6	demonstrate **limited** understanding and application of numeration skills. demonstrate **limited** knowledge of measurement concepts and instruments. demonstrate **limited** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **limited** ability to collect, summarize, and interpret data.	demonstrate **basic** conceptual understanding and application of numeration skills. demonstrate **basic** knowledge of measurement concepts and instruments. demonstrate **basic** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **basic** ability to collect, summarize, and interpret data.	demonstrate **consistent** conceptual understanding and application of numeration skills. demonstrate **consistent** knowledge of measurement concepts and instruments. demonstrate **consistent** skill in identifying, describing, and comparing basic geometric shapes and the relative positions of objects. demonstrate a **consistent** ability to collect, summarize, and interpret data.

Continued...

Appendix C

MI-ACCESS FUNCTIONAL INDEPENDENCE: MATHEMATICS

PERFORMANCE LEVEL DESCRIPTORS (cont'd)

GRADE	EMERGING	ATTAINED	SURPASSED
	Based on the *Functional Independence EGLCE/EBs*, students who are **emerging toward the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **attained the performance standard** should typically be able to…	Based on the *Functional Independence EGLCE/EBs*, students who **surpassed the performance standard** should typically be able to…
7-8	demonstrate **limited** conceptual understanding and application of numeration skills. demonstrate **limited** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **limited** understanding of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **limited** ability to collect, summarize, and interpret data.	demonstrate **basic** conceptual understanding and application of numeration skills. demonstrate **basic** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **basic** understanding of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **basic** ability to collect, summarize, and interpret data.	demonstrate **consistent** conceptual understanding and application of numeration skills. demonstrate **consistent** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **consistent** knowledge of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **consistent** ability to collect, summarize, and interpret data.
11	demonstrate **limited** conceptual understanding and application of numeration skills. demonstrate **limited** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **limited** understanding and use of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **limited** ability to collect, summarize, and interpret data. demonstrate **limited** understanding of basic algebraic concepts.	demonstrate **basic** conceptual understanding and application of numeration skills. demonstrate **basic** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **basic** understanding and use of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **basic** ability to collect, summarize, and interpret data. demonstrate **basic** understanding of basic algebraic concepts in problem solving.	demonstrate **consistent** conceptual understanding and application of numeration skills. demonstrate **consistent** knowledge and utilization of measurement scales, systems, and instruments. demonstrate **consistent** knowledge and use of geometric coordinate systems, maps, grids, and the relative position of objects. demonstrate a **consistent** ability to collect, summarize, and interpret data. demonstrate **consistent** understanding of basic algebraic concepts in problem solving.

NOTE: Performance Level Descriptors (PLDs) were not available for science when the handbook was published; therefore, they have been posted on the MI-Access Web page **(www.mi.gov/mi-access)** and at the MI-Access Information Center **(www.mi-access.info).**

GLOSSARY

Alternate Assessment: An assessment used to measure the learning progress and performance of students with disabilities whose IEP Teams have determined it is not appropriate for them to participate in general education assessments (i.e., the MEAP/MME).

Assessment Accommodation: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. Decisions regarding assessment accommodations should be made on a case-by-case basis and should be based on relative appropriateness to a disability and the impact it has on the student. The IEP Team should make decisions about assessment accommodations well in advance of the actual assessment.

Assessment for Students with Disabilities Program (ASWDP): A program in the MDE's Office of Educational Assessment and Accountability. The ASWDP staff are responsible for overseeing the assessment of all students with disabilities at the state level, regardless of which state assessment they take (MEAP/MME, MI-Access, and/or ELPA).

Benchmarks: While content standards describe what all students should know and be able to do in certain broad subject areas, benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard (*Michigan Curriculum Framework*, page 8).

Comprehensive Reports: Reports at the local and intermediate school district level that show the overall performance of students by school, grade, and content area.

Condition Code (Functional Independence): A code that is given to a student whose ELA Expressing Ideas prompt response is not scorable because it is off topic, illegible, written in a language other than English, or blank. Each condition code (A, B, C, and D) equals zero points, but provides educators and parents with specific information on why a score point was not achieved. This information is valuable because it has different instructional and curricular implications.

Condition Code (Participation and Supported Independence): A code that is given to a student who does not answer an item correctly, even after receiving allowable assistance from an assessment administrator. Each condition code (A, B, and C) equals zero points, but provides educators and parents with specific information on why a score point was not achieved. This information is valuable because it has different instructional and curricular implications.

Content Standards: As identified in the *Michigan Curriculum Framework,* content standards are pre-

Glossary

sented as models for the development of local district curriculum by the Michigan State Board of Education and the Michigan Department of Education (MDE). They represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society.

Cut Score: A specific point on a score scale, such that scores at or above that point are interpreted or acted upon differently from the scores below that point (*Standards for Educational and Psychological Testing, 1999*).

Demographic Reports: Reports at the school, district, and state level that show the overall performance of students by various demographic categories, such as gender, ethnicity, and additional reporting groups (including economically disadvantaged, English language learners, formerly limited English proficient, migrant, and homeless).

Economically Disadvantaged: A student from a low-income family as defined by the income guidelines for free and reduced-price meals. (This information is required for all districts that receive Title I funds. The U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)

English Language Learner: The Michigan definition is a student who has a primary or home language other than English who—because of limited proficiency in speaking, reading, writing, and understanding the English language—requires alternative programs or services to equally access the local educational agency's total academic curriculum.

English Language Proficiency Assessment (ELPA) (previously referred to as ELL-Access): One of three components of the MEAS that is designed to include all limited English proficient students in the state assessment system. It responds to the Title 1 requirement that students be able to take assessments in the language and form most likely to yield accurate and reliable information on what such students know and can do.

Ethnicity: The following classifications and definitions are based on the U.S. Office of Management and Budget's directives on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal programs." The classifications will be used only for the purpose of reporting.

- **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

Glossary

- **Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

- **Black, not of Hispanic Origin:** A person having origins in any of the black racial groups of Africa.

- **Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

- **White, not of Hispanic Origin:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- **Multiracial:** A person of mixed racial and/or ethnic origins.

Extended Benchmark (EB): Benchmarks indicate what students should know and be able to do at various developmental levels (i.e., early elementary, later elementary, middle, and high school) within the content standard. Extended Benchmarks are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Extended Grade Level Content Expectations (EGLCEs): GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards. Extended GLCEs are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Extended High School Content Expectations (EHSCEs): HSCEs indicate what high school students should know and be able to do within the content standards. Extended HSCEs are those that have been "extended" to more appropriately reflect what the student population taking MI-Access should know and be able to do based on their cognitive functioning level, curriculum, and instruction.

Formerly Limited English Proficient (FLEP): A student who was, but no longer is, designated LEP (or ELL) by a school or school district or who is no longer receiving support services to acquire English language proficiency. As required by federal law, this designation must be used to track student achievement for two years after the LEP designation has been removed.

Functional Independence Assessments: The MI-Access English Language Arts, Mathematics, and Science Assessments for students who have, or function as if they have, mild cognitive impairment.

Glossary

Grade Level Content Expectations (GLCEs): GLCEs indicate what elementary and middle school students should know and be able to do in specific grades within the content standards.

High School Content Expectation (HSCEs): HSCEs indicate what high school students should know and be able to do within the content standards.

Hand-Over-Hand Assistance: The type of assistance provided when a P/SI student requires an assessment administrator to physically take his/her hand and guide him/her through the item for instructional purposes. It may be used alone or along with step-by-step instructions. Only the Primary Assessment Administrator may decide if and when this type of assistance is necessary.

Homeless: A student who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

IDEA 1997: The federal Individuals with Disabilities Education Act, which describes and regulates educational opportunities for individuals with disabilities. It also requires that students with disabilities be included in statewide assessments.

IDEA 2004: The reauthorization of IDEA 1997.

Individual Student Reports: Reports that provide comprehensive information on how an individual student performed on MI-Access.

Inter-rater Agreement/Reliability: The consistency with which two or more judges (in the case of MI-Access, the Primary and Shadow Assessment Administrators) rate the work or performance of test takers (*Standards for Educational and Psychological Testing*, 1999).

Item Analysis Reports: Reports that provide detailed, aggregated information on the items that are released to the public. The information included in these reports can be used by schools, districts, the state, and others—along with released item booklets produced by the MDE—to identify areas of collective strength and areas that need improvement.

MDE: Michigan Department of Education.

MEAP/MME: One of three components of the MEAS. The Michigan Educational Assessment Program (MEAP) and the Michigan Merit Examination (MME) are the state's general education assessments and are used statewide to assess student performance in specific content areas. (The MME is the state's high school test and the MEAP is used to assess students in all other grades as required by state and federal

law.) Their content is aligned to the Model Content Standards of the *Michigan Curriculum Framework*.

MI-Access: One of three components of the MEAS. MI-Access, Michigan's Alternate Assessment Program, is intended for students for whom the MEAP/MME or the MEAP/MME with assessment accommodations is not appropriate as determined by a student's Individualized Education Program Team.

Michigan Curriculum Framework: A resource for helping Michigan's public and private schools design, implement, and assess their core content-area curricula. Three components are the content standards, benchmarks, and grade level content expectations, which represent rigorous expectations for student performance and describe the knowledge and abilities needed to be successful in today's society (*Michigan Curriculum Framework*, page 6).

Michigan Educational Assessment System (MEAS): The State Board of Education-approved assessment system in Michigan, which is comprised of three assessments: the MEAP/MME, MI-Access, and the English Language Proficiency Assessment (ELPA).

Migrant: A student who has moved with a parent/guardian within the past year across state boundaries for the purpose of the parent securing temporary or seasonal agricultural employment.

Modeling: A type of assistance provided to a Participation student where an assessment administrator demonstrates the correct completion of the assessment item in a manner that permits the student to observe what he/she is being asked to do. It may be provided only when a student does not engage in an assessment item after being provided verbal and/or physical cues.

Multi: An abbreviation used on MI-Access reports to indicate that the assessment administrator bubbled in more than one response for an assessment item on the student's answer document.

No Child Left Behind Act of 2001: An act that reauthorizes the Elementary and Secondary Education Act, including Title programs I-IX. It is designed, in part, to (1) increase the accountability of states, districts, and schools; (2) expand choices for parents and students, particularly those attending low performing schools; (3) provide greater flexibility for states and local educational agencies in the use of federal dollars; and (4) increase emphasis on reading, especially for young children. In addition, it requires states to implement a single accountability system for all public schools and all students, and increases the number of times students—including those with disabilities and limited English proficiency—must be assessed.

Office of Educational Assessment and Accountability (OEAA): An office established after the MEAP was moved from the Michigan Department of Treasury back to the MDE. The OEAA oversees four programs: (1) the MEAP/MME,

Glossary

(2) the Assessment for Students with Disabilities Program, (3) the Assessment of English Language Learners Program, and (4) the Accountability and Accreditation Program.

Omit: An abbreviation used on MI-Access reports to indicate that the assessment administrator failed to bubble in a response for an assessment item on the student's answer document.

"Or those who function as if they have such impairment": A phrase that refers to students who may, by diagnostic category, be identified as having a certain disability, but who adaptively function within another level of impairment. These students are considered as "those who function as if they have such impairment," and, therefore, should be given the MI-Access assessment that best suits their adaptive functioning level of independence.

Parent Reports: Reports formatted as letters that provide customized student assessment information to the parents or guardians of students.

Participation Assessments: The MI-Access assessment for students who have, or function as if they have, severe cognitive impairment.

Performance Level: The word or term that correlates with a student's overall score. With MI-Access, there are three performance levels a student can achieve: Surpassed the Performance Standard, Attained the Performance Standard, or Emerging Toward the Performance Standard.

Performance Level Change: Words or terms that indicate how a student's performance level changed from one year to the next when matching data are available. Performance level change can show significant improvement, improvement, no change, a decline, or a significant decline.

Performance Level Descriptors: Descriptive statements organized by grade and assessment that explain, in detail, what students are expected to know and be able to do to achieve a certain performance level.

Performance Standard: A statement or description that may be used to guide judgements about the location of a cut score on a score scale. The term often implies a desired level of performance.

Performance Standard Setting: A judgement process using expert judges to determine a specific point on a scale as a frame of reference for interpreting test scores ("How good is good?").

Primary Assessment Administrator (PAA): A certified professional staff member—such as a teacher, school psychologist, related service provider, or teacher consultant—who observes and scores a student taking the Participation or Supported Independence assessments. During assessment

administration, the PAA introduces items to the student and makes all decisions regarding when and what types of assistance to provide.

Proficient: For MI-Access, assessment scores are considered "proficient" if they fall within "Surpassed the Performance Standard" or "Attained the Performance Standard."

Rosters: Reports provided at the class, school, and district levels that show students' individual performance levels.

Sample Reports: Reports provided for the sole purpose of showing where various components of assessment data will appear.

Scale Score: A scale score is a psychometrically derived score that, because of its inherent stability, can be reported on the same scale regardless of which year a student is assessed or which test form he/she is administered. Scale scores are not comparable across grade levels or content areas.

Scoring Focus: The component of an assessment item that (1) directly links it to the Extended Grade Level Content Expectation (EGLCE), Extended High School Content Expectation (EHSCE), or Extended Benchmark (EB) being measured, and (2) shows assessment administrators what to look for when observing and scoring a student.

Scoring Rubric: Descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically employed when judgment of quality is required and may be used to evaluate a broad range of subjects and activities (*Practical Assessment, Research, & Evaluation, 2000*).

Shadow Assessment Administrator (SAA): A certified staff member or other school personnel—such as a highly qualified paraprofessional—who simultaneously and independently observes and provides a second score for a student taking the Participation or Supported Independence assessments. During assessment administration, the SAA provides assistance to the student only if asked to do so by the Primary Assessment Administrator.

Standard Accommodations: The goal of an assessment accommodation is to minimize the impact of a student's disability on his/her performance on an assessment. The assessment accommodation is considered "standard" if it does not change what a specific assessment is measuring. The score received by a student using a standard assessment accommodation will count when calculating NCLB participation rates. A "nonstandard" assessment accommodation—which does change what a specific assessment is measuring—results in an invalid score.

Glossary

Step-By-Step Instructions: The type of assistance provided when a P/SI student requires an assessment administrator to explain each step involved in completing an item. It may be used alone or along with hand-over-hand assistance. Only the Primary Assessment Administrator may decide if and when step-by-step instructions are necessary.

Student Answer Document: The MI-Access scan document on which teachers record student answers to be scanned and scored by the MI-Access contractor.

Student Barcode Label: A label printed from the Office of Educational Assessment and Accountability Secure Site either by the MI-Access contractor or a local district that includes important student demographic information. The label is secured to the student's answer document (if it is not preprinted) and links that sheet with the student for scoring and reporting purposes.

Student Labels: Labels provided in School Results Folders that include abbreviated information about students' performance on MI-Access.

Summary Reports: Reports provided at the school, district, and state levels that provide executive summaries of student scores disaggregated by grade and assessment. They are produced only when ten or more students in a particular grade take part in the same assessment.

Supported Independence Assessments: The MI-Access assessment for students who have, or function as if they have, moderate cognitive impairment.

Unique Identification Code: A state-assigned code that allows the state to track student information without using a student's name.

Verbal/Physical Cues: Prompts, or cues, provided by an assessment administrator when a P/SI student does not engage in an item, or begins then hesitates or stops. Verbal and/or physical cues include prompting to continue, pointing to the area where an item takes place, or touching the student's arm to bring him/her back on task.

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